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N. Venkataiah

Value Education
—Curriculum for Graduate and Postgraduate Courses

P.K. Tulsi

Total Quality Management in Higher Education

Selva Rose

Teaching Strategies for Language Learning

K. Perumalsamy

Marketing of Library Services

S. Ramegowda

Technical Education in India
—Convocation Address

Environment and Cognition

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IN THIS ISSUE

Value Eduation 1
Total Quality Management in Higher Education 5
Teaching Strategies for Language Learning 9
Marketing of Library Services 11
Convocation
Dr. Babasaheb Ambedkar Technological University, Lonere, Distt. Raigad 14
Campus News
National Seminar on Environment and Cognition 17
Indira Gandhi Memorial Fellowships 20
Orientation Course for Junior Teachers 20
Essay Competition on Geoenvironmental Issues 21
Acoustics Society Seminar 21
Course in International Finance 22
National Programme on Biomaterials 22
News from UGC
Countrywide Classroom Programme 22
Book Review 24
Classified Advertisements 35

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Editor :
SUTINDER SINGH

VALUE EDUCATION

Curriculum for Graduate and Postgraduate Courses

N. Venkataiah*

People say that "values cannot be taught but caught". Against this belief educationists strongly advocate that values could be taught with sufficient care and caution.

The NCERT in its publication *Documents on Social, Moral and Spiritual Values in Education* (1979, p. 56) has drawn up 84 values to be inculcated through education. What we need is the development of an integral personality. In my view all these 84 values are subsumed in the three categories of values — 1. Social Values, 2. Ethical Values, and 3. Spiritual Values.

There are ways in which we can educate children in all these values. The teachers have also to be trained properly. A lot of exercise is required for dividing the values to be imparted at pre-primary, primary, secondary, collegiate and university levels.

Of all the levels of education — pre-primary, primary, secondary and higher education — higher education has to play most important role in value education. It is this stage of education that is beset with grim problems. These have vitiated higher education and made it meaningless and farcical.

If higher education has to be value oriented to transform our young men and women into competent and morally upright citizens, this task cannot be taken up entirely by institutions of higher education as there are the following types of interference:

1. Admissions of students based on spurious, irrelevant and socially divisive considerations;
2. Recruitment of teachers based on non-academic criteria, with educational and scholastic qualifications taking the back seat;
3. Ruining the examination system by interested and powerful forces resulting in curruption, nepotism, injustice and consequent devaluation of the degrees;
4. Commercialisation of education by the prevalence of the capitation fee system with the result that many educational institutions provide no meaningful opportunities for value oriented education;
5. Because of the employers' market in the field of education the collection of huge sums from the recruits or underpaying the teachers after recruitment. This renders the teachers virtually incapable of carrying out value oriented education; and
6. Outside forces encouraging factions among the students, teachers and even the administrative staff.

Social & Ethical Values

The college student has a great responsibility as he is one among two out of a hundred who are literate. He is the transmitter of culture.

**Professor and Dean, Faculty of Education, University of Mysore, Manasagangotri, Mysore-570 006.*

He is the liaison between the college and the society. He also has the voting right. The objective for inculcating social and ethical values is to develop positive personalities who manifest — 1. Good Citizenship, 2. Responsibility, 3. Integrity, 4. Duty consciousness, 5. Service mindedness, 6. Patriotism, 7. Courage, 8. Knowledge of religion and ethics, 9. Acceptance of other religions, 10. Consideration for others, 11. Leadership qualities, 12. Willingness to adjust, 13. Cooperation, 14. Sound health, and 15. Interest in education and love of knowledge for the sake of knowledge.

Education for ethical and social values at the college level can be both indirect and direct.

1. *Indirect*

The indirect is the integrated approach with no subject or syllabus. Values are taught along with all the subjects like Mathematics, Physics and Humanities through :

(a) Daily assembly with readings from scriptures and holy books,

(b) Talks by eminent religious/spiritual leaders (at least once monthly),

(c) Regular participation in sports, games, *Yogasanas* and meditation,

(d) Seminars on ethical topics, with students' participation, and

(e) Recognition of students with outstanding moral values.

2. *Direct*

The direct approaches are through :

(a) Institution of formal course — a foundation course spread over three years i.e., first year to third year of the degree course;

(b) Including topics in different subjects — integration of topics, and

(c) Co-curricular activities.

A. Formal Course — Foundation Course

Several factors of personality development can be introduced with the following as foundation course in the curriculum.

1. Spiritual and cultural heritage of India and modern challenges,
2. Relevance of the teachings of great saints of India to modern times,
3. Health education,
4. *Yogasanas,*
5. Transcendental meditation, and
6. Moral values in the society in restructured pattern.

The foundation course which runs for 3 years i.e., first year to 3rd year of the degree course could be divided into 3 parts:

Part I : Spiritual and Cultural Heritage of India and Relevance of the Teachings of great Saints of India.

Part II : Health Education and *Yogasanas*

Part III : Transcendental Meditation and Moral Values

Part I : I Year Degree Course — Foundation Course : Spiritual and Cultural Heritage of India and Relevance of the teachings of great Saints of India

Syllabus

Indian Culture : The cultural heritage of India is a multi-faceted diamond representing a bewildering diversity of thought and an infinite variety of forms. The essence of this culture is its catholicity, the idea that it is possible for two or three persons to sleep together keeping their heads on the same pillow and yet having different dreams. It is seen from a close study of history that the sub-continent of India has been a single cultural unit throughout the ages, cutting across political boundaries and linguistic barriers and other divisive elements.

Spiritual Values : India lives today in spite of visible degeneration and depravity in its political and social life because these spiritual and cultural values are still kept alive in the national consciousness.

1. *Selflessness : renunciation* : The scriptures say that our solution to mankind's ills is renunciation. "The good live for others alone. The wise should sacrifice himself for others. Go to hell yourself to buy salvation for others".

2. *Unity in Diversity* : Pre-historic Indus valley civilisation which flourished over 4000 years ago was founded in Vedic civilisation. It is a pleasing cocktail of blood and race, speech and patterns of thought and interplay of ideologies. In the final analysis it is an evolving culture not something that ever attained completeness or finality and ceased to grow from then on. Our culture, therefore, is not static; it is dynamic.

3. *Our Culture differs from Western culture* : The keynote of Indian culture is "thought which is the foundation of action, charity in spirit and hospitality

in mind," its distinguishing marks are splended, unselfishness and emphasis on the individual as key to society. The standard bearers of Indian culture are not military heroes or men of wealth or monarchs but sages (wise men) like Vyasa, Yajnavalka, Buddha, Uddalaka, Janaka, Ramakrishna Parama Hamsa, Vivekananda, Ramana Maharshi, Aurobindo and the like who believed in simple living and high thinking and conducted researches in the greatest of all sciences, namely, the science of the soul and discovered the hidden secrets of life. It is the science of the sciences. Kabir, Nanak, Akbar and Gandhi are its proud banner-bearers.

4. *Self-restraint* : Culture is a social virtue manifesting itself in consideration for the feeling of others and respect for others' rights. It moulds and refines the behaviour of people in a gentle and imperceptible manner.

Some Illustrations : Scriptures like The Ramayana, The Mahabharata and Bhagavad Gita.

Part-II : II Year Degree Course — Foundation Course : Health Education & Yogasanas

Syllabus

Health Education

Healthful house environment, school environment and public places; Promoting physical fitness; Personal hygiene — Care of eyes, ears, teeth, skin and hair; Environmental hygiene — air, water, land and noise pollution; Balanced diet — food habits, malnutrition, alcoholic and drug addiction; and Promotion of mental health through transcendental meditation.

Yogasanas

Yoga is meant for physical, mental and spiritual attainment.

Different kinds of Yogasanas and their advantages in preventing and curing physical and mental illness; Conditions required for practising Yogasanas; Practising certain selected yogasanas under the able guidance of expert instructor; Coordination of the body, mind and spirit; and Educationists who advocated for Yogasanas.

Part-III : III Year Degree Course — Foundation Course : Transcendental Meditation and Moral Values

Syllabus

Transcendental Meditation

(1) Meditation unfolds the infinite potential latent in the human mind and fosters a frictionless flow of creative intelligence in a person;

(2) The state of resultful alertness — a fourth major state of consciousness,

(3) Freedom from tension, stress and fatigue — releasing more energy and mental clarity;

(4) Flowing of peace out of a rhythmic breath and a steady heart beat through management of thoughts, breath and time; and

(5) A few educationists who insisted on transcendental meditation.

Moral Values

1. Moral vlaues in education in ancient Indian educational institutions — (i) religious, and (ii) vocational;

Infusion of a spirit of piety and religiousness, formulation of character, development of personality, inculcation of civic and social duties, promotion of social efficiency and preservation and spread of national culture;

2. Moral values in education in the Buddhist institutions;
3. Moral values in education in institutions established by Muslims;
4. The British policy towards moral education,
5 Recommendations of Committees and Commissions on moral education, and
6. Three principal objectives of moral education — (i) Man making, (ii) nation building, and (iii) service mindedness.

B. Integration of Topics

In the existing curricula, the following topics can be included :

Courses	*Topics to be included*
1. Language	Great personalities of India, their message, devotional literature, Cultural heritage of India.
2. Politics	The ethics of political philosophy — the ethics followed by great men like Mahatma Gandhi, Abraham Lincoln — Citizen's rights, responsibilities and duties. Principles of democracy, code of conduct for elections.

3. Economics	Professional ethics, dignity of Labour, Swadeshi, Social evils and exploitation and their effects on the society, Concepts of Trusteeship.
4. History	History of great men and women highlighting their good qualities. Historic personalities — critical analysis of their good actions and their results. The modern example of noble service in History, Mother Teresa.
5. English Literature	Include excerpts from the Gita, Bible, Quran and the works of Tagore, Gandhi, Nehru and Rajaji. Encourage students to read poems through reading sessions.
6. Science	The history of great scientists — qualities which helped them towards greatness. The implications of science for better life/professional ethics/moral code for scientists. The relevance of science and technology to help the poor, uplift the community and develop the nation. Avoid brain drain. Seminars and project work to help students to do individual creative work. Highlight facilities available such as science Talent Search, Competitions and exhibitions. Organise visits to national laboratories, parks, science expositions, Science excursions.
7. Home Science and Social Work	These faculties, being related to life have many components for development of ethical and social values. Relationship between personality, health, nutrition and environmental sanitation. Establishing values for group and community.

C. Co-Curricular Activities

1. Community and Social Services (CSS)

This is an excellent co-curricular aspect of college education to develop personality. All the students of the undergraduate and postgraduate classes have to give two-three hours each per week to work in the community.

2. National Service Scheme (NSS)

The National Service Scheme and its camps promote great participation and group activities among students. By helping the distressed, the poor, renovating temples and monuments, celebrating festivals and undertaking numerous action programmes students learn some essential human values.

3. Adult Education Programme (AEP)

The students are to be given special preparation to conduct the adult centres and non-formal education centres.

4. Social Service Associations in the Colleges

Special programmes for the needy students such as Students' Aid Fund, enriching corporate living, helping students who need extra coaching, medical services are part of this association. They help to bring out compassion, cooperation, concern and commitment.

University Education (Postgraduate Courses)

University education which is worthwhile should lead to the development of integrated personality and inculcate values like patriotism, spirit of national unity and a healthy appreciation of the rich variety of cultural expressions and promote a humanistic outlook. It is only in the highest education stage that the students can be enabled to acquire intellectual, democratic and aesthetic values and a deeply felt concern for the environment.

The content of value oriented postgraduate education should include (a) a yearning for knowledge and capacity to utilise it for the good of the society, (b) Democratic education, (c) Aesthetic education, (d) a course in ethics, (e) spiritual education, and (f) provision for activities involving values.

Once the syllabus for the 3 year degree course is finalised, the syllabus for the postgraduate courses could be developed by way of including higher level of values that were not taught at the lower levels of courses.

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communication should, however, be brief and to the point.

Total Quality Management in Higher Education

P.K. Tulsi*

Introduction

In the competitive environment, total quality management has gained wide importance in industry and is gradually being introduced and experimented with in higher education. An educational system cannot be treated as industry. However, there are similarities with respect to their sub-components. Each of these viewed as a system consists of input, processes, management, resources, output, suppliers, customers and feedback. Educational system is a complex system as it involves human beings as input to and output from the system. Students are input and customers too. The total quality management tools and techniques can be adapted to build quality in higher education.

The need for total quality management (TQM) in higher education arises on account of the following :

- ever growing number of students,
- increasing competition due to privatization of education and access to education through internet,
- limited resources,
- inadequate involvement of students in teaching-learning,
- lack of commitment among faculty and staff,
- lack of accountability,
- lack of systematic internal monitoring and review procedure,
- students not possessing requisite capabilities especially the generic skills of decision-making, problem-solving, creativity, independence, adaptability, learning to learn etc, and
- increasing cost per unit.

In other words, efficiency, effectiveness and quality of higher education at this stage are questionable.

The Concept

Quality has been defined in a variety of ways. Crosby (1979) defined quality in terms of 'conformance to requirements' of the customers. Juran (1988) defined quality in terms of 'fitness of use'. According to Macdonald and Piggott (1990), 'Quality is defined as delighting the customer by continuously meeting and improving upon agreed requirements' (*Malhotra*, 1993). Total quality is also defined as 'Customer satisfaction at competitive cost' (*Udpa*, 1992).

Quality is a process of continuous improvement and is not something absolute but relative. The key to quality improvement is to focus on the process and not the product or the outcome (*Barry*, 1996).

Total quality management is a holistic approach and consists of three essential components :

- Customer focus,
- Employees' involvement, and
- Continuous improvement.

Dill (1992) grouped Demings fourteen points of management into six basic themes in providing a framework for academic quality management (*Williams*, 1993) :

- The imperative of continuous quality improvement if an enterprise is to hold or enhance its place in the market,
- The emphasis on obtaining consistent quality in incoming resources through careful management of suppliers,
- The active participation of all members of an organisation's productive workforce in the improvement of quality,
- The importance of meeting customer needs as the fundamental basis for the improvement of goods and services,
- The need for co-operation and coordination as the basic way in which an enterprise can improve its quality, and
- Quality improvement comes not from inspection but design, that is the establishment of procedures which make it impossible for bad quality

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to be undetected and encourage the primary aim of continuous improvement.

Hansen (1993) preferred using Total Quality Improvement (TQI) instructional approach in higher education. According to him, the three components of TQI are customer focus, student involvement and continuous improvement. Hansen remarked that unless improved quality is integrated in teaching learning, process breakthroughs on operational side, however valuable, will leave untouched the vast potential for quality improvement in higher education.

Teaching being one of the main activities of the universities, bringing qualitative improvements in teaching-learning and optimizing student learning should be the thrust area. But taking a holistic view, total quality management in higher education means improving quality of courses, input, instructional processes, resources, management processes and structures as well as student support services, output and linkages with world of work and other organisations.

Approach to TQM in Higher Education

In academic context, not much efforts have been made in this direction atleast in India. Indian Institute of Management Calcutta, Nagpur University and College of Engineering, Anna University, Madras have formed Quality Circles which is one of the techniques of quality management. However, universities abroad have made considerable efforts in this direction (*Ellis*, 1993, *Cowles and Gilbreath*, 1993; *Coate*, 1993; *Doherty*, 1993 and *Geddes* 1993).

Some of the initiatives taken at University of Ulster include (*Ellis*, 1993) :

- Identifying teaching skills through consultation,
- Quality circles for teaching standards,
- Use of student feedback,
- Instituting distinguished teaching award,
- Selection of staff based upon interview and presentation,
- Staff development through teacher training,
- Preparation of teaching evaluation schedules, and
- Quality assurance for support services.

In the Virginia Commonwealth University, pilot projects were initiated to determine how TQM aspects could be applied to the University. Three pilot projects, namely, Personnel Action Forum Pilot, Academic Campus Computing Service Request Tracking System, and Alumni Activities/Development Database Pilot were taken up. Faculty Resource team coordinated the efforts. President's Council members were provided orientation towards TQM and later they encouraged their subordinates to attend two to four days Demings teleconferences. In addition to specific activities and outcomes of the individual pilots, TQM assessment was done by project teams and faculty. Implementation of TQM started in the service areas — Finance and Administration and later extended to academic areas. During 1991, more than 65 TQM teams were established in the office of the President, student affairs, university relations, academic affairs and finance and administration. Vice President for finance and administration measures the progress of TQM, as well as the performance of his division directors, through a performance improvement reporting system. Process Performance Measure charts for each of the divisions critical processes is sent quarterly to VP's management information system. To facilitate implementation of TQM, training was provided to Deans and departmental heads and staff members. Quality fair was organised to give recognition to TQM teams and celebrate their achievements. In addition, College of Business, College of Engineering and College of Liberal Arts are offering a course in TQM to students, TQM materials are made available to all members of student programme council and research in TQM is being undertaken. University of Wolverhampton adopted Cosby's model and stressed on know the requirements, error free delivery, error prevention, count the cost and recognise your client (Doherty, 1993). During planning (Phase I), greater stress was laid on training in the area of TQM. Quality debate was held to arrive at definition of quality service. Code of practice for various areas of responsibilities were developed and disseminated.

At South Bank University, approach adopted for TQM includes establish customer requirements, agree quality goals, analyse and review current performance, identify gaps, owners and priorities for action; design and implement improvement plans; review implementation plans against objectives; assess achievement of quality goals; ensure gains are held; evaluate/identify successes and lessons; review commitment and focus and relaunch. Customer Supplier Working Groups have been constituted for the purpose (*Geddes*, 1993).

At Aston University, the approach taken has been distilled into the phrase 'Quality driven-demand'. The major projects undertaken include academic restructuring and providing high quality support infrastructure. Quality council has been formed to review University's processes and critical success factors in order to identify areas of improvement. During the initial stage, extensive training was provided (*Clayton*, 1993).

Malhotra (1993) proposed a set of strategic actions for building total quality in the polytechnic education for training and retraining of quality technicians and technician engineers. The suggested strategic actions include (a) clear strategy for polytechnics, (b) curriculum development, (c) building relevance of curriculum, (d) improving instructional effectiveness, (e) evaluation and certification, (f) optimization of resources, (g) accountability/accreditation and quality assurance, (h) industry as equal partner, (i) professional and career development of people, (j) research and innovation, (k) autonomy, and (l) building strong work culture.

On the basis of the analysis of the initiatives taken by the universities abroad and suggested approaches, the following approach (Fig. 1) for total quality management is suggested :

- Identifying Customers Needs,
- Specifying quality standards,
- Benchmarking,
- Identifying gaps in the existing system,
- Planning for improvement,
- Implementation of improvement plans,
- Monitoring and Evaluation, and
- Modification of plans.

Identifying Customers Needs

First of all, for various areas, identification of customers — both internal and external — has to be done and their needs are to be ascertained. For example, customers for Accounts Branch include employees (staff and faculty), students, paper-setters, examiners, outside organisations etc, and in case of teaching, students are the only customers.

Specifying Quality Standards

Key processes for satisfying customers needs should be identified for each department/unit. Agreement on quality standards for various processes among the suppliers and customers have to be obtained.

For working out standards, different groups for different departments/units can be formed involving the people directly related to that work. Quality standards are not something static but dynamic. So, standards need to be reviewed and changed over time.

Benchmarking

Quality benchmarks are the means of measuring how well a supplier meets the specified quality standards (*Geddes*, 1993). For example, in case of teaching one of the quality standard is 'classes will start at scheduled time' and quality benchmark is '95% of all classes will start at scheduled time'.

Quality standards and benchmarks need to be disseminated among the concerned people.

Analysing the Existing System

The existing system should be analyzed in the light of the quality benchmarks specified for various processes in order to identify the gaps and prioritise action areas.

Planning for Improvement

Improvement plans need to be prepared keeping in view the contextual factors existing with in the department/unit. Plan should clearly indicate Aims/Objectives of improvement, Strategy to be adopted, Roles and responsibilities of various personnel, Monitoring and evaluation procedure, and Organising resources.

Implementation of Improvement Plans

This stage involves actual carrying out of the activities as per improvement plans. Implementation requires team-building, total commitment of people and top management support.

Monitoring and Evaluation

Monitoring of progress towards achievement of objectives of the improvement plan or quality standards should be done by a team constituted for the purpose. On the basis of information gathered, make necessary modifications in the plan or take necessary actions to facilitate implementation of plan. Evaluation needs to be carried out to determine the extent to which improvement objectives have been achieved. Feedback from the concerned faculty, staff and students or external customers should be obtained to ascertain their perceptions or reactions towards the improvements made in various processes.

Modification of Plans

On the basis of evaluation and feedback received needed modifications in the improvement plans should be made.

Cowles and Gilbreath (1993) suggest six key points in the successful implementation of TQM in a college or university :

1. Support from the top.
2. Just do it. Dont study it to death.
3. The teams are everything. Team building is almost as important as process improvement.
4. You need a champion.
5. Breakthrough planning helps.
6. Try the service side first.

Implementation of total quality management in higher education requires deep commitments, full involvement of people, top management support, fair reward and recognition policies and training of concerned people in the concept, tools and techniques of total quality management.

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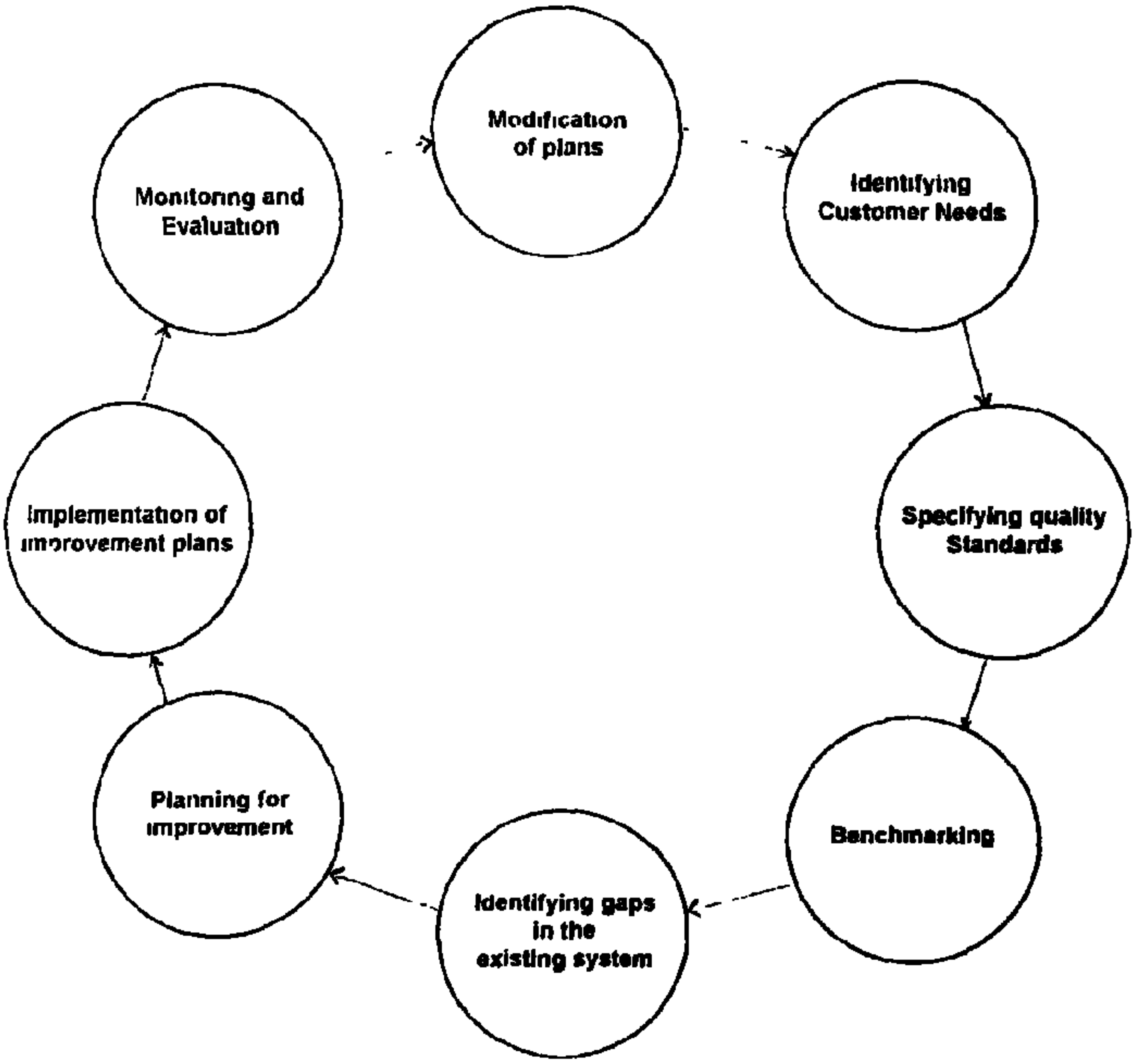
Modification of plans
Identifying Customer Needs
Specifying quality Standards
Benchmarking
Identifying gaps in the existing system
Planning for improvement
Implementation of improvement plans
Monitoring and Evaluation

Fig. 1 Approach for Total Quality Management in Higher Education

Teaching Strategies for Language Learning

Selva Rose*

Language learning is not just acquisition of linguistic knowledge but application of it in real life situations. In this perspective, success of English language learning depends on how well one is able to use the language to meet the demands of the situation in academic and professional settings.

Language Use and Usage

At college entry level most of the students have a fair knowledge of English grammer and general principles but lack the ability to put them to effective use. They can reproduce mainly by rote but are inefficient in production. So the need of the hour at this stage is mastery of language skills as the natural offshoot of language learning. This way the grammatical and functional dimensions of language can be integrated to the maximum benefit of the learner.

The learner's grammatical knowledge should be viewed as an essential resource for communication which can be activated through appropriate classroom interventions. Such an approach involves learners in comprehending, producing and interacting in English. They are forced to manipulate their grammatical knowledge to communicate meaningfully.

When communication becomes the focus of classroom activity, other integral components of communication like discourse patterns and psycho-social aspects are naturally highlighted. The learners are forced to acknowledge the interplay of these dimensions in language use and act accordingly. In short, it is a practice session for real life communication.

Learner Oriented Activities

Successful fulfilment of this objective will depend on our choice of classroom activities/tasks. We need tasks that stimulate and promote communication. The *Content* as well as the *Process* should be means that enhance interaction. But no one strategy can be singled out as a panacea for all learning situations nor can it provide optimum learning to all learners. The best way is to mix and match the activities to suit the needs of different types of learners and situations.

In many English language classrooms, lectures have become lecturettes, making space for learner oriented activities like role play, simulation, skit presentation, book review, news reading, quizzes, group discussion and vocabulary/language games. Such activities encourage learners to explore authentic texts for gathering information and ideas. They give learners the chance to utilize their cognitive learning in an activity that would help them develop effective communication skills. These activities stimulate a lot of interaction among learners, thereby providing a stage for practising communication.

Group Tasks

Apart from this, small group tasks encourage planning, team work and cooperation among learners which are integral to harmony in life. There is also scope to develop one's creativity and leadership potential. It gives introverts a chance to step into the arena in a supportive role and gain confidence slowly. It helps in breaking the ice in a new class and serves as a good warm up activity throughout. The element of fun and competition involved in the conduct of these activities make them enjoyable experiences. But it is in the hands of the teacher to make them enjoyable *Learning* experiences.

Teachers' Role

Teachers have to have a clear view of the expected outcome in cognitive as well as affective and psycho-motor domains of knowledge. They should have a comprehensive picture of the values communicated and the facets of English usage and skills to be practised through each activity. At the end of these sessions, it is the responsibility of the teacher to assess the extent to which this has been achieved. Feedback session can be the forum for highlighting learner strengths and discussing ways to minimize the lapses in use and usage. Based on the findings, the activities have to be redefined or modified. Classroom activities are accountable to goals and should address the underlying linguistic skills the learners need to communicate well in their chosen field of study or work. It needs a lot of in-depth understanding and critical thinking on the part of the teacher to tie the experiences of these 'games' with instructional objectives.

Fluency and Accuracy

This does not mean that the English classes have to be dominated by these activities alone. Grammati-

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cal consciousness raising activities, individual exercises and assignments focusing on usage are indispensable because they help us build on the learner's database and balance accuracy and fluency in language use. These grammar focused activities can be followed by language games which enable learners to put these items to use. For example, modified versions of 'Guess the name with 20 questions' give ample scope for practising question structures and tense.

Effective language teaching is a selective combination and application of different strategies. Diversified teaching strategies capture the attention of learners and the heightened interest provides the best avenue for learning. Those who have been exposed at school to a wide spectrum of language activities encompassing the grammatical and functional dimensions of language get a head start over others at college. But all learners can be helped if college teachers present a variety of stimuli which will motivate learners to practise the fundamental skills of communication. A rigid syllabus and administrative hurdles can restrict the freedom of teachers to organising unconventional activities in classrooms. In such cases atleast a proportion of time should be judiciously spent on such activities that induce learners to communicate. It is a good starting point for acquiring proficiency in English.

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Last Dates:

i) Requisition for supply of Prospectus (Application Form) by post should reach the Director (SR&E) on or before 03 08 1998

ii) Last date for submission of filled-in Application Form along with necessary certificates is 31.08.1998

Late and incomplete filled-in forms without copies of required certificates shall be summarily rejected. No correspondence will be entertained in this regard

DIRECTOR
Student Registration and Evaluation Division

Marketing of Library Services

K. Perumalsamy*

Generally the concept of marketing is considered to be associated with commercial products where the prime concern is to maximise profit. Therefore, marketing is closely related to selling. Libraries do not earn profits. Benefits of libraries are intangible. Hence, traditionally it is difficult to think of marketing of libraries. But, the concept of marketing is equally applicable to non-profit organizations. Marketing activities of non-profit organisations are referred to as Social Marketing. The awareness about literacy drive, eye donation, leprosy eradication, AIDS, Rotary Club, Lions Club, environmental protection etc are results of effective social marketing. Marketing of libraries belongs to this class.

The basic concepts of conventional marketing and that of non-profit or social marketing are not different. The only difference is that in non-profit or social marketing the objective is not profit in terms of money. If more persons respond to the cause that is being marketed, the purpose is better served. It concerns with making community aware of a social cause. The methods of both types of marketing are more or less the same.

What is Marketing?

Marketing is a complex activity. "Marketing is surrounded by mystic. Definitions vary from 'corporate planning' to the preparation of a media schedule for advertising". This amply demonstrates the variety of definitions available in the literature on management in general and marketing in particular. After scanning the relevant documents on Management and Library Science two suitable definitions were found. The two are suitable because they serve as operational definitions.

"Marketing is identifying the targeted users (including the current non-users) and their needs, making sure your services fit the targeted users' needs, and promoting the services to the targeted users".

"Marketing is an appropriate attitude, an approach that matches products with market segment needs, and has a set of tools, techniques and concepts".

The essence of two operational definitions points at knowing users and their needs, matching services to their needs as the process of marketing. Management Science has identified many ingredients of the process of marketing.

Ingredients of Marketing

The entire literature on marketing — both in Management Science and Library Science appears to be unanimous in accepting the 4 Ps to be the ingredients of marketing. These are 1. Product, 2. Place, 3. Price, and 4. Promotion. Patricia G. Olyer, in her two days workshop on 'Library Marketing' at the SNDT Women's University, Bombay (7-8 Sept 1992) added two more Ps and these are Prelude and Postlude. Yes, for every activity preludes in the form of preparations and postludes in the form of follow-ups and evaluation are necessary. No activity can be successful without these two Ps.

The four Ps are the ingredients of successful marketing strategy. These ingredients have different components. All these have to be mixed in the right proportion to achieve the desired results. Hence, these are also known as Marketing Mix. Some authors have referred to these four Ps as the variables of marketing. The following sections give more details about each of these ingredients.

Product

Product is the item that is proposed to be marketed. In the case of libraries, it is their services. For a commercial product, its features, quality, brand image, packaging, guarantee, after-sales service etc are the components of the product. Similarly, if library services are the products, then good collection, proper cataloguing, regular shelving, regular shelf rectification, proper ventilation, lighting, seating arrangement, timely reference service, helpful staff etc are the components.

Place

Place refers to the customer's location. The emphasis is on the proper distribution mechanisms, appointing sales representatives, maintaining inventories of sales etc. In case of libraries, place refers to the users spread in different departments of the parent-body. Multi-site campus universities, users spread over various laboratories, research centres and other affiliated organisations pose a number of problems to those who wish to consult the library, situated at some other central location.

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Inter-library loans, mobile libraries, supply of photocopies on request and all other resource sharing activities are different components helping the users at places away from the source of information. The recent developments like CD-ROM, online information access and networking of libraries are aimed at solving the problem of distance between user and the source of information.

Price

Price of any commodity or service has to be affordable, without sacrificing the quality of the product. This means that profit margin for the commercial concern should be reduced, because nobody should suffer loss. In fact, one definition says, that marketing is the "process by which a company satisfies the needs of its customers at a satisfactory profit".

In the context of libraries, profits are intangible. But, the cost of running a library is increasing with every passing year. There is a vast output of literature and concurrently prices of books and subscription amounts for periodicals are increasing, but there are no matching rise in the grants. On the contrary, there are resource crunches, cuts in library grants. Libraries are being forced to charge for their services.

It appears that the days of free library services are over. Asking the users to pay for the service is bound to have resistance. The libraries have to get money from users by persuading and convincing them. These are some of the issues in relation to the price.

Promotion

The commercial products are launched and promoted through advertisements through print media, radio and television. Libraries do not generally indulge in this type of direct promotion. Libraries have to resort to simpler means such as publishing of library guides, arranging lectures, film shows debates and book discussions. Sandra Seddon says that library should organise users groups, say 'Friends of the Library'. By providing them a forum, library gets indirect publicity. Libraries can promote themselves by providing community information.

These four Ps are the ingredients of the marketing-mix. The role of these ingredients in the process of marketing can be noticed by examining the various steps involved.

Steps in Marketing

The following are the steps in marketing a product or service :

i. *Market Segmentation*

This means breaking up the market into parts according to customer needs. Customers may need the product in one form in a particular area and people of some other area may have a different liking. The product may be modified for that groups. In academic libraries the type of assistance required for those who have just entered the organisation is different from those who are conducting research and studying in the library for years.

ii. *Market Positioning*

This means prioritising clients and making policies that guide the designing of other programmes to suit the priority client.

iii. *Consumer Analysis*

This involves determining the needs and preferences of the selected segments of the market. Here information about consumers is gathered and analysed. This quantification is for understanding users' needs.

iv. *Market Programme*

This is the core activity in the marketing process. Determination of the optimum mix of the 4 Ps is done at this stage.

— Various attributes of the product, its packaging are decided;

— Decisions about distribution channels are made;

— Exact price affordable to consumers and yielding good profit is arrived at by working out the cost of raw materials, production, distribution, after sales-service, promotion etc and profit margin, and

— Major decisions about the publicity campaign such as which medium, how long etc are made.

All these decisions about the four Ps are made and the market plan goes to the next step.

v. *Market Audit*

At this stage all the previous steps are reviewed and evaluated. Questions such as should so much be spent on publicity, why not test market in one region before country-wide launching etc are raised and solved. Even implementation of the final plan and its further continuous monitoring, evaluation and modification fall within the realm of this stage.

Marketing, therefore, is not a one-time activity. It is a continuous process, and it has relationship with all other activities.

On reading the above sections, one may ask, is marketing of libraries really, a new concept.

What's New About Marketing of Libraries?

It appears that every stage and ingredient of marketing suggests understanding users and their needs to cater to them. This has been traditionally done by librarians through reference service, inter-library loans, seeking readers' suggestions, saving the time of reader, user education etc. Naturally, one is prompted to ask the question : What is new about marketing of libraries?

It is true that many of these service components were there in traditional librarianship. These services were/are offered to the end-users by the librarians. And it is only with a professional commitment that the librarians did or are doing these services.

However, the authorities who hold the purse strings do not entirely know the value of libraries and their services. Marketing makes the authorities perceive the existence and importance of libraries. Marketing lends a sense of service to all the library staff, irrespective of whether they are attached to the public service points or are working in the other sections which do not have direct public contact. Services need not be given on the impulse, but it should be ensured that all activities become cost-effective. Personalised services should not to be given in a slipshod manner or as personal favours. It should become the organizational culture. It should not be done merely by a smart assistant at the desk, it is also offered by the Chief Librarian, though not directly. With marketing, library as a team can gain the confidence and support from authorities. In short, while traditional services were offered by lower level staff, when it is practised as a marketing activity, people at all levels enjoy its fruits and the services become more systematic and visible. The traditional services were more reactive in nature, i.e. only those who sought the help got it. In marketing, it is pro-active. Thus, marketing can be considered as an ongoing "... review of internal strengths and weaknesses and external opportunities and threats". This is referred to as SWOT (Strength Weakness, Opportunities, Threats) Analysis. This type of analysis is not seen in the traditional services. Therefore, one can, without any hesitation, say that marketing of library and information services is a new concept.

इग्नू
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मैदान गढ़ी, नई दिल्ली 110068.

रेडियो लेखन में स्नातकोत्तर सर्टिफिकेट कार्यक्रम

जनवरी, 1999 सत्र के लिए प्रवेश–सूचना

'रेडियो लेखन में स्नातकोत्तर सर्टिफिकेट कार्यक्रम' का उद्देश्य रेडियो के लिए स्क्रिप्ट लिखना सिखाना है। दूर शिक्षा के माध्यम से रेडियो लेखन सिखाने वाला यह देश में पहला और अपने ढग का विशिष्ट कार्यक्रम है। यह पाठ्यक्रम रेडियो माध्यम के विशेषज्ञों द्वारा तैयार किया गया है। रेडियो एक विशिष्ट विधा है और इस माध्यम के लिए स्क्रिप्ट तैयार करने के लिए विशेष निपुणता की आवश्यकता होती है। यह पाठ्यक्रम इसी उद्देश्य से तैयार किया गया है। इस कार्यक्रम में जनसचार माध्यम, रेडियो लेखन–I और रेडियो लेखन–II से सबधित तीन पाठ्यक्रम और व्यावहारिक कार्य के लिए एक परियोजना शामिल हैं।

पात्रता	किसी भी विषय मे स्नातक
अवधि	न्यूनतम छह महीने अधिकतम दो वर्ष
शुल्क :	1,300/– रुपए + पजीकरण शुल्क 100/– रुपए
शिक्षण का माध्यम	हिंदी

आवेदन–पत्र फार्म (विवरणिका) 1 जुलाई, 1998 से इ.गां.रा.मु.वि के सभी क्षेत्रीय केंद्रो से अथवा निदेशक विद्यार्थी पजीकरण एव मूल्याकन प्रभाग, इ.गां.रा.मु.वि., मैदानगढ़ी, नई दिल्ली–110068 से 10/– रुपए नकद भुगतान पर प्राप्त किया जा सकता है।
यदि आवेदन–पत्र फार्म डाक से मगाना चाहें तो पत्र के साथ 25/– रुपए का भारतीय पोस्टल आर्डर अथवा डिमाड ड्राफ्ट भेजकर मगा सकते हैं। यह पोस्टल आर्डर अथवा डिमाड ड्राफ्ट 'इ गा रा मु वि' के पक्ष में तथा सम्बद्ध क्षेत्रीय केंद्र के नगर/नई दिल्ली मे देय होना चाहिए।

अतिम तिथियाँ:

i) डाक से आवेदन–पत्र फार्म (विवरणिका) मगाने सबधी पत्र सम्बद्ध क्षेत्रीय केंद्र/निदेशक विद्यार्थी पजीकरण एव मूल्याकन प्रभाग, इ गा रा मु वि, मैदानगढ़ी, नई दिल्ली–110068 के पास 03 08 1998 तक पहुँच जाना चाहिए।
ii) भरा हुआ आवेदन–पत्र अपेक्षित प्रमाण–पत्रों और शुल्क सहित सम्बद्ध क्षेत्रीय केंद्र में 31.08 1998 तक पहुँच जाना चाहिए।
देर से प्राप्त/अधूरे भरे हुए/अपेक्षित प्रमाण–पत्रों के बिना/शुल्क के बगैर जमा कराए गए आवेदन–पत्र अस्वीकृत कर दिए जाएगे। इस सबध में किसी भी तरह के पत्र–व्यवहार पर विचार नहीं किया जाएगा।

निदेशक
विद्यार्थी पंजीकरण एव मूल्याकन प्रभाग

Technical Education in India

Dr. S. Ramegowda, Chairman, All India Council for Technical Education, delivered the Convocation Address at the second convocation of Dr. Babasaheb Ambedkar Technological University, Lonere, Distt. Raigad (Maharashtra). He said, "Our goal is to develop a sound system of technical education where excellence, relevance and participation are prime factors and that the system is dedicated to match our aims of globalisation and growth of national economy." Excerpts

After independence, major efforts have been made in India to create a wide-based infrastructure of higher educational institutions, research laboratories and industries, covering a vast spectrum of disciplines. There are, now, over 200 universities including academic institutions of national importance in the country and over 8,000 colleges with a total student enrolment exceeding six millions.

There has been a corresponding expansion in technical education facilities. At present, there are over 550 technical institutions at degree level and over 1120 technical institutions at diploma level with an annual intake of more than 1.5 and 2.0 lakh students respectively. In addition to regular engineering colleges and polytechnics, there are institutes of excellence both in Engineering and Technology, Management and Architecture.

Given the above scenario, Government felt the need to establish a regulating body and created All India Council for Technical Education by an Act of Parliament with a view to proper planning and co-ordinated development of Technical Education system and to maintain standards in Technical Education.

The objective of AICTE mainly include planning and coordinated development of Technical Education system, regulation and maintenance of norms and standards.

Our responsibilities include giving policy directions, review periodically norms and standards, design curriculum structure and establish liaison with professional bodies and national agencies. The functions specified to AICTE involve monitoring of Undergraduate and Technician Education in Engineering and Technology and Management Education programme, Post Graduate Education and Research in Engineering and Technology, support of R&D programmes in Engineering institutions, promoting Industry Institute Interaction and institution of Career Award for teachers, recognising their excellence in teaching and research.

One of the important constitution by AICTE is the establishment of National Board of Accreditation which aims to bring some of the programmes offered in Technical Institutions on par with programmes offered by institutions across USA and Europe. This is done by introducing a quality auditing system and establishing a datum for measuring the quality excellence in engineering education. The Board periodically conducts evaluation of technical institutions and programmes on the basis of guidelines, norms and standards specified by the Board and recommends to the Council regarding recognition and even de-recognition of the Institution or programme.

Realizing the value of accreditation, several institutes have volunteered to go through the rigorous process of audit. The uniqueness of the process is that the duration for which any programme or institution is accredited ranges between three to five years and these institutions will have to maintain the quality and standard, if they wish to retain their accredited standard.

The accreditation exercise is designed to be rigorous with several inputs such as quality of teaching, level of research, faculty expertise, evaluation of teachers, standard of infrastructure available on the campus, such as hostel facility, library, medical facility, etc. These are taken into consideration in order to help the visiting accreditation team of experts to have holistic approach and arrive at a rational evaluation.

From the time AICTE started the process of accrediting Institutions and programmes, fourteen institutions have so far gone through the process of accreditation and several other institutions are likely to be evaluated.

AICTE strongly feels the need for better interaction between Technical Institutions and Industry. This will have great bearing on the Engineering Curriculum, exposure of students to industrial atmosphere and subsequent placement of young graduating engineers in Industries across the country. With the advent of globalisation and opening up of Indian economy to outside world, competition among Industries has become stiff. To solve their engineering problems, they now look up to engineering institutions. Similarly, there is an urgent need to prepare engineering students for jobs in multinational companies, by exposing them to newer technologies and engineering methodologies. These objectives can only be achieved by bridging the gap between Industry and the academic institutions.

AICTE has planned a few schemes to promote Industry Institute Interaction and desires to implement these schemes in various Engineering Institutions across the country by inviting project proposals. Schemes include support for creation of Industry-Institute Partnership Cell, establishment of National Central Facility in selected Institutions, organising Seminars/Workshops to promote better interaction with industry.

It is a known fact that large number of engineering colleges and the polytechnics in the country have equipment in their laboratories which are clearly outdated and needs upgradation. This becomes all the more important in the present scenario wherein large number of multi-nationals have entered the country setting up their units and our engineering graduates, when they take up gainful employment with these multinationals, they are handicapped to the extent that they are not aware of the latest trends in technology. All institutions cannot afford spending money to upgrade their facilities. Realising this important need AICTE helps institutions to modernise their equipment in laboratories by sanctioning grants-in-aid. Two other important programmes are also supported by AICTE mainly Thrust Area Programme in Technical Education (TAPTEC) and Research and Development Programme (R&DP) in the field of engineering and technology. The thrust area programme in technical education mainly ensures promotion of excellence and need based research in identified thrust areas for national development in the field of engineering and technology and includes frontier areas of research such as Remote Sensing, Satellite Image Processing, Non-traditional Machining Processes, Bio-Technology, Genetic Engineering, and Tissue Culture, Alternative Sources of Energy, Fuel Cells, Fly Ash Utilisation, Noise, Vibration and Harshness, Vehicular Emissions (Petrol & Diesel), Virtual Reality and Advance Simulation, Optical Fibre Technology and Cryogenics.

The programme of research and development aims at promotion of general research capabilities in relevant areas of Engineering and Technology including multi-disciplinary fields, taking into account the existing research capabilities of the institutions. This scheme is distinctly different from the TAPTEC scheme in the sense that it encourages faculty members by providing them support to strengthen their existing R&D activities.

Both Industry Institution Interaction and Research and Development activities are governed by the power committee, namely, the Board of Industry Institute Interaction (BOII) and Board of Research (BOR), comprising eminent Scientists, Engineers, Academicians, Industrialists and Technologists.

In the present scenario of globalisation and changing economic spectrum of the country, it is a moral responsibility of AICTE to sense drawbacks in the system and take remedial measures from time to time by launching new and innovative scheme.

Accordingly, AICTE has planned to launch few new programmes, namely

- Early Faculty Induction Programme
- Networking of Technical Institutions & Regional Offices
- Revamping of Technical Education
- Technical Education for Physically Handicapped, Disadvantaged Groups and Tribal Population.
- Programmes for Women in Technical Education
- Technical Education on Doordarshan.

Early Faculty Induction Programme

AICTE realizes the need for motivated engineering teachers who are required in large numbers in various Institutions across the country. The Technical Teacher Training Scheme of MHRD which was in operation during sixties resulted in producing dedicated and motivated teachers. AICTE is planning to initiate a scheme called Early Faculty Induction Programme on similar lines but with few distinct features. The scheme basically involves selected talented students for a teaching career during their seventh semester of Engineering, and paying them an appropriate and attractive fellowship as a stipend after their graduation and placing them in a few select nation level Institutions for training towards a PG/Ph.D Degree. After completion of their degree, they will be better equipped for placement by various institutions for the post of Lecturer or Reader depending upon whether they graduate with a PG/Ph.D Degree. AICTE will act as a facilitator of the programme.

Networking of Technical Institutions and Regional Offices of AICTE

The technical universities and institutions are generating plethora of knowledge through research. Availability of this knowledge and consultancy to all universities give an impetus to further generation of knowledge. This can be achieved by digital networking between these universities and institutions. These will also allow the academicians and students to share the library resources of each other. The research findings also will be readily available to industries which will accelerate the technology transfer process.

A joint project between AICTE and National Informatics Centre was conceived for the quality upgradation programme of technical education and dissemination of knowledge.

AICTE central office situated at New Delhi, is assisted by its seven regional offices spread all over the country. With the increasing volume of work, necessity of frequent information transaction between the central office and the regional offices has been strongly felt. The vast number of Engineering Institutions spread across the country and general public solicit information pertaining to technical education and these inquiries will be better catered to it in the future once networking process is completed.

Revamping of Technical Education

In the wake of growing National and International competition, competitive supervisors and operators have become a necessary asset, more so in this current era of liberalisation and globalisation policy of Govt. of India. The quality of performance of Polytechnic teachers have to be upgraded.

Technical Education for Physically Handicapped, Disadvantaged Groups and Tribal Population

Education for Physically Handicapped requires technical innovations suitable to Indian conditions. AICTE has conducted a national seminar to analyse the needs for education pertaining to Physically Handicapped and evolve strategies to provide innovative technology inputs. It is estimated that 2% of the population comprises disabled and physically handicapped persons.

A study of various existing centres providing Technical Education to handicapped has been planned to understand the requirements of the learning process of the physically handicapped. This will enable AICTE to design model programmes and establish a few centres which will act as pace-setters.

The tasks will have to be taken up as a mission mode project to impart training to physically handicapped by creating infrastructure facilities with special equipment and accessories and training teachers for training the handicapped personnel in Technical Education.

As far as Disadvantaged Groups are concerned, about 15% of the population comprises SC/STs. AICTE feels that this disadvantaged group should be brought into the mainstream by encouraging setting up of special coaching centres to enhance their competency for admission to various institutions of engineering and technology.

With regard to Tribal population, AICTE will strive hard to make Polytechnics as focal projects to promote transfer fo technology by way of Technical Training in Vocational Education relevant to needs of tribals with particular focus on the economic development of tribal population.

We are steadily shifting to a fast track of economic and industrial development, which, inevitably leads to mounting demands on technical education. Adoption of newer technologies constitutes a key strategy in the emerging global as well as national competitive environment. This calls for a highly diversified human resource, capable of acquiring, utilising, adapting and improving technologies that ensure low cost but high quality productivity. Technically competent human resource, therefore, becomes absolutely vital to the successful implementation of economic restructuring. At the same time, it ensures sustainable economic development. The onus of making available this resource lies clearly on our system of education in general and technical education in particular.

Our goal is to develop a sound system of technical education where excellence, relevance and participation are prime factors and that the system is dedicated to match our aims of globalisation and growth of national economy.

TO OUR SUBSCRIBERS

Difficulties in mailing are being experienced in the absence of Pin Code numbers of the addresses sent to us. Each subscriber is requested to mention his Pin Code number and subscription number while corresponding with us.

CAMPUS NEWS

National Seminar on Environment and Cognition

The Department of Psychology, Gorakhpur University, organised a national seminar on Environment and Cognition. Inaugurated by Prof. Janak Pandey, Director, Govind Ballabh Pant Institute of Social Sciences, Allahabad, the seminar was attended by 30 participants drawn from various universities.

Dr. (Mrs.) Adesh Agarwal, Director of the seminar, in her welcome address, said that the ability to represent, store, process and use information about different aspects of environment defined the area of environmental cognitions. She lamented people's attitude to address the immediate and short term environmental problems like contaminated drinking water, stinking garbage etc to the total neglect of long term environmental problems and ecological imbalance.

Analysing the environmental problems and their social implications, Prof. P.S. Pandey, Prof. & Head, Sociology Deptt., said that when people pursued their individual self interest, regardless of long term common interest, they created "social traps" for themselves and the society. Most of man-made environmental problems were the results of "social traps" created by individuals' behaviour and by actions of certain communities, vested interest groups and wrong developmental policies. Prof Pandey felt that mere awareness and concern for environment could not change people's attitude to behave in an environment-friendly way. He underlined the importance of Envrionmental Psychology as a discipline which played an important role in understanding the complexities of environmental problems and suggesting solutions. Prof. Pandey drew attention to the historical, sociological, economic and developmental perspectives on environmental issues. He also discussed Indian social structure and held caste system largely responsible for aggravating environmental problems.

Discussing linkages between environment and economic conditions Prof. Pandey said that poverty was the greatest pollutant. The population explosion in developing countries aggravated the situation. He sounded a note of robust optimism when he said that psychological researches on various environmental issues would go a long way in assessing people's attitudes, their awareness and perception and finding viable solutions to the environmental problems.

Prof. R.K. Misra, Vice-Chancellor, Gorakhpur University, who provided, said that the root cause of environmental pollution and ecological imbalance was that man was consuming more than what nature was giving and was also producing more garbage and pollution than what nature could absorb. There would be more strife and conflict than harmony and peace if this situation continued, he stressed.

Union Budget 1998-99

Speaking on the subject of education, the Union Minister for Finance, Mr. Yashwant Sinha, in his budget speech said, "Education is the key vehicle for social transformation. Universalisation of elementary education and eradication of illiteracy are central elements of our social policy. Government also plans to implement the Constitutional provision for making primary education free and compulsory up to fifth standard and for girls up to the college level.

This budget provides for a nearly 50 per cent increase in the total budgetary allocation to Education, from Rs. 4,716 crore in RE 1997-98 to Rs. 7,047 crore in this budget. We are committed to raising the total resource allocation for Education to 6 per cent of GDP in a phased manner.

The allocations under the Kasturba Gandhi Shaiksha Yojana and the Mahila Samiridhi Yojana will be integrated to support a unified Action Plan for accelerating female education.

Swami Vivekanand while exhorting the youth had said "A far greater work is the sacrifice of yourself for the benefit of your race, for the welfare of humanity." In order to harness the limitless energy of the youth, government will formulate a scheme for creation of a National Reconstruction Corps, which will mobilise youth for community-based nation building activities. The scheme will also promote self-employment of youth whereby the volunteers would simultaneously be given training in vocations and entrepreneurship development for taking up self-employment vocations. An inter-Ministerial Com-

(Contd. on page 20)

Indian Student oing Abroad — 2

Annual Outflow State-wise, S ise & Subject-wise - 1994-95

S. No.	State/UT	Arts		Science		Education		Engineering		Arch. & Designing		Tech. & Industry		Medicine/Pharmacy		Agr. & Forestry	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1.	Andhra Pradesh	3	...	62	6	...	...	164	15	...	...	17	1	89	18	7	2
2.	Arunachal Pradesh	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
3.	Assam	...	...	...	1	...	...	7	...	...	...	...	...	...	...	...	...
4.	Bihar	3	...	12	1	...	...	66	...	...	...	2	3	50	6	...	...
5.	Goa	...	...	1	...	...	...	...	...	...	...	...	...	2	2	...	...
6.	Gujarat	2	...	10	6	...	...	20	1	1	2	3	2	10	...	...	...
7.	Haryana	1	1	3	...	...	...	9	1	...	...	...	...	1	...	...	...
8.	Himachal Pradesh	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9.	Jammu & Kashmir	...	...	2	...	...	...	4	...	...	...	...	...	...	...	...	...
10.	Karnataka	3	...	37	6	...	...	73	8	...	1	11	4	16	...	1	1
11.	Kerala	1	...	10	...	...	1	26	2	...	...	7	...	14	2	...	...
12.	Madhya Pradesh	2	1	7	1	...	...	12	1	...	...	5	2	5	...	...	...
13.	Maharashtra	9	3	20	6	...	...	72	5	2	1	6	...	29	6	1	...
14.	Manipur	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
15.	Meghalaya	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...
16.	Mizoram	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...
17.	Nagaland	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
18.	Orissa	1	...	2	...	...	...	7	...	...	...	...	...	...	...	...	...
19.	Punjab	...	...	3	2	...	...	14	1	...	...	...	2	6	2	...	...
20.	Rajasthan	...	...	2	...	...	...	2	...	...	...	...	...	6	1	...	...
21.	Sikkim	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22.	Tamil Nadu	1	1	33	7	...	...	86	15	3	...	10	7	8	3	2	...
23.	Tripura	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24.	Uttar Pradesh	2	2	8	4	...	...	38	5	1	...	11	1	7	3	...	...
25.	West Bengal	31	16	30	13	...	...	35	5	4	...	9	9	5	4	1	...
26.	A. & N. Islands	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27.	Chandigarh	...	...	3	...	...	1	9	...	1	...	...	...	...	1	...	...
28.	Dadra & Nagar Haveli	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29.	Daman & Diu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30.	Delhi	19	9	32	6	...	...	60	4	5	1	17	12	27	2	1	...
31.	Lakshadweep	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32.	Pondicherry	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	78	33	277	63	...	2	707	63	17	5	98	43	277	50	13	3

Source · Department of Education, Ministry of Human Resource Development, Government of India, 1998.

(Contd. from page 17)

mittee is being set up to work out the details."

The budget has proposed massive hikes in outlay in the strategic sectors of space and atomic energy and announced a new programme to re-build science and technology infrastructure in Indian universities.

In a fresh initiative, the government proposes to spend Rs. 25 crore this year to improve science and technology infrastructure in universities and educational institutions. This is aimed at promoting research in new and emerging areas and attracting talent into the university system.

The budget also doubles the plan allocation for non-conventional energy to a record Rs. 404 crore from Rs. 190 crore last year, providing a major boost to programmes that harness energy from the sun, wind, and other renewable sources for energy-hungry India.

The plan allocation for the space department will rise 62 per cent to Rs. 1380 crore in 1998-99 from Rs. 850 crore last year. The allocation for the department of atomic energy will go up 68 per cent to Rs. 1390 crore this year from Rs. 828 core in the previous year.

The total outlay for rocket development in the space sector, including activities related to the geo-synchronous satellite launch vehicle (GSLV) and the polar satellite launch vehicle (PSLV) programmes, will be Rs. 567 crore compared to Rs. 500 crore last year.

The government plans to spend Rs. 50 crore on a second launch pad at Sriharikota for future launches of the PSLV and the proposed GSLV. The GSLV programme is expected to cost Rs. 1105 crore, with the first GSLV launch scheduled for later this year or early 1999.

Programmes aimed at developing eco-friendly, new energy technologies such as hydrogen energy, non-polluting fuels, and ocean energy for power, and alternative fuels will receive a boost with outlay for new energy sources at Rs. 22 crore, a three-fold rise.

In the solar energy programme, outlay has gone up from Rs. 10 crore to Rs. 48 crore. Besides research and development, the money covers subsidies for solar cookers, solar lanterns, home lighting systems and solar power stations.

Indira Gandhi Memorial Fellowships

The Indira Gandhi National Centre for the Arts (IGNCA) Trust has instituted a scheme of Memorial Fellowships in the name of late Shrimati Indira Gandhi. The fellowships are awarded annually to eminent and exceptionally talented scholars and creative artists to give them an opportunity to devote themselves with freedom to creative or critical work in the areas of the arts, humanities and culture. The fellowships are awarded for a period of two years. They are open to scholars and creative artists in the following disciplines : (i) Indian and Asian arts and their mutual influence; (ii) Any facet of the study of tribal art, culture, and life-style; (iii) Art in its socio-cultural context; (iv) History of arts, aesthetics and culture, including studies in any aspect of music, dance, drama, painting, sculpture, architecture, preferably of an inter-disciplinary nature; and (v) Comparative literature.

The maximum number of fellowships to be awarded in a given year does not exceed two. The fellowships carry a monthly stipend of Rs. 12,000 plus Rs. 2,500 per month for secretarial assistance and Rs. 25,000 per annum towards contingent expenses. They are open to Indian and foreign nationals. Scholars desirous of availing these fellowships during 1998-99 are to be nominated by the Vice-Chancellors or Professors of the leading Universities of the country, heads of reputed research institutions and eminent scholars in areas specified above. Self nomination by scholars will not be considered. The last date of the receipt of nominations is 31 July 1998.

Further details may be had from the Member-Secretary, Indira Gandhi National Centre for the Arts, Janpath, New Delhi-110 001.

Orientation Course for Junior Teachers

The Academic Staff College of the Andhra University recently conducted the 35th Orientation Course for Junior Lecturers with less than 8 years of service in colleges and university departments of Andhra Pradesh.

The objective of the Course was to enrich their awareness of Linkages between Society, Environment, Development and Education (Component 'A'), Philosophy of Education, Indian Education, and Pedagogy (Component 'B'), Subject upgradation (Component 'C'), Management and Personality Development (Component 'D') and Theoretical and Philosophical Foundations of Distance Education (Component 'E').

The academic session started with the lecture titled 'Qualities of a Good Teacher' by Prof. V. Balamohan Das, Principal, College of Arts and Commerce, A.U. Campus. This was followed by a check-list circulated to the participants for self appraisal of their own qualities as a teacher.

Altogether 54 lecture-cum-discussion sessions were conducted in which a wide spectrum of topics having educational and social relevance, related to the different components of the Course were covered.

On this occasion a seminar on Dr. B.R. Ambedkar and the development of Social Sciences was also organised.

Singhania Institute Convocation

Dr. Dharni P. Sinha, a Hyderabad based management consultant, recently delivered the convocation address at the Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur. Confining his address to the "Managerial Challenges in the 21st Century", Dr. Sinha laconically said that despite endowed with abundant natural resources, a higher saving rate of 24%, World's third largest skilled technical manpower, India had the dubious distinction of ranking from the bottom. He said that our real problem was productivity, performance and management, and that as a Nation, we were unmanaged. He touched upont he South East Asian crisis and hoped that Asia will emerge as the locus of world development in the coming century. He also said that India had been moving away from the Hindu rate of growth, and with around 6% growth, come what may, it would be difficult for any government to decelerate the Indian economy. He exhorted the students to think of enterprise, industry, economy, and society — all at once. He further said that the future manager would be driven by purpose and values, entrepreneurial in orientation, professionalism being the hallmark, goal driven, action oriented, and achievement-focused.

In his address, Dr. N.K.S. Gaur, Minister for Higher and Technical Education, who was the Guest of Honour, said that his Ministry pioneered the process of central admission procedure to bring about uniformity and rationality in the admission to various University colleges, private management institutes through UPMCAT, and to make it accessible to the weaker sections of society, the Govt. of U.P. had even pruned the tuition fees to be collected by the institutions/universities. He said that this was the only way to bring about the accessibility of management education to all aspirants who did not have opportunities otherwise.

At the convocation 46 students of 2-year Full Time and 17 students of 3-year Part Time received the PG Diplomas.

Essay Competition on Geoenvironmental Issues

The IUGS Commission on Geological Sciences for Environmental Planning and the Aravali Research and Development Society, Udaipur have jointly announced the 2nd Essay Competition on Geoenvironmental Issues.

The Competition is open to all the students enrolled for the graduate, postgraduate and research degrees in Indian universities/colleges.

The language of the competition is English. The manuscript should be neatly typed (double space between lines) on A4 size paper. The text should not exceed 2000 words (8 to 10 typed pages). Diagrams, photographs, tables may be incorporated in the manuscript.

The participants may send their entries on any one of the following topics : (1) Man as a Geological Agent; (2) Application of Geology to Sustainable Development; (3) Importance of Environmental Geology; (4) Role of Geoscience in Urban Planning and Management; (5) Environmental Geologic Problems of Hydro-engineering Projects; (6) Groundwater Pollution and Resource Management; (7) Role of Geologist in Development without Destruction; (8) Geoindicators and their Signficance in Environmental Processes; (9) Trace Elements and Human Health (Fluorine, Iodine, Arsenic, Lead, etc); (10) Mineral Resource Utilization and Geoenvironment; (11) Geo-hazards (Natural and Human-induced); (12) Desertification and its Control; (13) Restoration of Degraded Mine Land; (14) Soil : Erosion and Pollution; and (15) Environmental Planning in Mineral Sectors. The last date for receipt of entries is 30th July, 1998.

Further details may be had from Dr. Viond Agrawal, Corresponding Member (Cogeoenvironment), Department of Geology, ML Sukhadia University, 51, Saraswati Marg, Udaipur-313 002.

Acoustics Society Seminar

Guru Jambheshwar University plans to organise the annual seminar of the Acoustical Society of America in 2000 AD. This was disclosed by Dr. K.L. Johar, Vice-Chancellor. He said the Department of Applied Mathematics of the university had contributed some research papers in the international journals on the basis of which the university had been chosen for this seminar. Dr. Johar said the university will have adequate infrastructure by 2000.

Dr. Johar said Dr. S.K. Tomar, Reader, Department of Applied Mathematics, had been nominated by the Society to act as the coordinator and convener of the programme.

More than 100 academicians, scholars and scientists from all parts of the world are expected to participate in the seminar.

Major topics to be taken up in the seminar include sound pollution, speech communication, physical and engineering acoustics, music acoustics, medicine acoustics etc. He said acoustics was a highly specialized subject which involved the application of mathematics and the science of sound for designing systems.

Course in International Finance

The Department of Commerce and Business Studies of the Jamia Millia University has started a new programme — Bachelor of International Business and Finance (BIBF) from the current academic year. It is a three-year course with focus on International Business and Finance. The course has been described as "job-oriented". Students, who have passed Class XII with 50 per cent marks in aggregate or its equivalent in any discipline (45% marks in case of SCs/STs) can apply for the course. Admissions would be made on basis of a written test and interview, the respective weightage being 85% and 15%.

Further details can be had from M/s Maktaba Jamia Ltd, Gymnasium Campus, Jamia Nagar, New Delhi-110 025.

National Conference on Biomaterials

The tenth National Conference of Society for Biomaterials and Artificial Organs-India will be held at Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram on November 9-10, 1998. The theme of the conference is "New Frontiers in Biomedical Materials and Devices".

The objective of the conference is to deliberate new advancements and challenges in biomaterial science and artificial organs and to encourage interaction between the academia in research institutions, teaching institutions and the industries leading to cooperative activities extremely essential for rapid growth of biomaterial science and technology in India.

The technical programme covers invited talks, oral presentation and poster presentation in the following areas : Biomedical polymers, ceramics and metals, artificial organs, tissue engineering, soft tissue implants, hard tissue implants, drug delivery devices, biomedical devices safety, biomedical ethics, clinical issues on medical devices, biomedical devices standards and good manufacturing practices and challenges in biomedical device industry.

Further details may be obtained from Dr. M. Jayabalan, Organising Secretary, NCSBAO-98, Polymer Division, BMT Wing, Shri Chitra Tirunal Institute for Medical Sciences & Technology, Thiruvananthapuram-695 012.

Swami Ramanand Teerth Varsity Recognised

The University Grants Commission is reported to have recognised Swami Ramanand Teerth Marathwada University, Nanded, under Section 2(f) of the UGC Act, 1956. With this the University is declared fit to receive Central Assistance as per rule under 12(b) of the UGC Act. The newly established University earned this recognition within a short span of three years under the able leadership provided by the Founder Vice-Chancellor, Dr. J.M. Waghmare.

News from UGC

Countrywide Classroom Programme

Between 24th and 30th June, 1998 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 7.15 to 8.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 7.00 a.m. four days a week i.e. on Tuesdays, Thursdays, Saturdays and Sundays. On DD2 University Video Lecture Courses will be shown at midnight between 0000-0030 hrs. and in the morning between 10 to 10.30 a.m. on Monday through Friday.

Hindi Programmes are being telecast on Mondays, Wednesdays & Fridays from 6.00 to 6.30 a.m.

24.6.98

"Modern Nursery Practices"
"Arboretum — The Natural Home for Plant"
"Career Counselling : Biology"
UVLC
"Work Simplification Principles"
"Zenithal Projection"

25.6.98

"Question Time-67"
"Career Counselling : Foreign

Languages as a Career"
UVLC
"Precursors to Political Nationalism"
"Relevance of Keynes to Less Developed Countries"

26.6.98
"Relevance of Reading — Creative Writing"
"Travel & Tourism"
UVLC
"Nature of Personality"
"Quality Control"

27.6.98
"Music Imageries in Tagore Literature"
"Karate Do : The Way of the Empty Hand"
"More than a Rock"
UVLC
No Telecast

28.6.98
"Artists Against Communalism-3"
"Kathak"
"Islamic Calligraphy Through the Ages-2"
UVLC
No Telecast

29.6.98
"Electromagnetic Pollution"
"Pond of Plenty"
UVLC
"Beginning of India"
"Hormones-3"

30.6.98
"A Breath of Fresh Air"
"Fish Culture & Breeding"
UVLC
"Social Stratification"
"Functions of Several Variables-7"

Hindi Telecast

प्रात: 6.00 से 6.30 बजे तक

24.6.98
"चोला मंदिर-1"

25.6.98
"चोला मंदिर-2"

26.6.98
"एक संस्कृति पुरुष : महाराजा मान सिंह"

29.6.98
"चावल की कहानी"

30.6.98
"वामन वृक्ष-1"

Awards & Medals

UNESCO Award for Prof. Chandrashekhar

Prof. Sivaramakrishna Chandrashekhar, Director, Liquid Crystal Research Centre, has been awarded the Niels Bohr gold medal by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) for his understanding of liquid crystals and his unstinting work for strengthening research in physics and education in developing countries. Prof. Chandrashekhar, a recipient of the Royal Medal of the Royal Society in 1994, was recently conferred the Padma Bhushan.

Modi Award for Prof. Tandon

Prof. P.N. Tandon, emeritus professor, neurosurgery department, All India Institute of Medical Sciences, has been chosen for the G.M. Modi Award for science for 1998. Prof. Tandon has made outstanding contributions in delineating neurological diseases and their management.

The award has been instituted by the Gujar Mal Modi Foundation.

MAHARSHI DAYANAND UNIVERSITY ROHTAK

Advertisement No. 1/98

Invites applications (through proper channel from those in employment) on prescribed Form (obtainable from Publication Cell on cash payment of Rs. 50/- at Counter and Rs 65/- by registered post) for the following teaching posts :

PROFESSOR : (Rs. 4500-7300) Psychology - 01

READER : (Rs. 3700-5700) Music (Vocal) - 01, Defence & Strategic Studies - 01 (Geo-political Studies/Indian Military History), Computer Science & Applications - 01, Hindi - 01

LECTURER : (Rs. 2200-4000) Law - 03 : 01 BC-A, (02 leave vacancy), Psychology - 01 (SC), English - 02 (Leave vacancy), Computer Science & Applications - 01 (SC), Pharmaceutical Sciences - 02 : (one each for Pharmaceutical Chemistry & Pharmaceutics), Political Science - 01, CO-ORDINATOR (DDE) - (Rs. 3700-5700) - 01.

Applications of the candidates, possessing prescribed qualifications as attached with the application form, alongwith attested testimonials and application fee of Rs 50/- in the form of Demand Draft in favour of the Registrar, M.D. University, Rohtak payable at Rohtak should reach the Registrar by 13.7.1998. Those who have applied against Advertisement No. 1/97 or 2/97 for the posts of Lecturer in the Department of Law, Psychology & Pharmaceutical Sciences, Reader (Music Vocal) and Co-ordinator (DDE) may also apply again. No application fee is required from reserved categories

Incomplete applications and received after the closing date will not be entertained in any case, including on account of postal delay

REGISTRAR

BOOK REVIEW

Quality Perspectives Without Focus on Quality

K.K. Bajaj*

Murli Manohar K. (Ed.) Distance Education : Theory and Practice — Prof. G. Ram Reddy Commemorative Volume III, Quality Perspectives. Open Learning Society C/o Dr BR Ambedkar Open University, No. 46, Jubilee Hills, Hyderabad-500 033; 1996, Pp. viii + 155. Rs. 250/-.

This is the third volume dedicated to the memory of Prof. G. Ram Reddy — a pioneer in the field of Distance Education in India. Undoubtedly Distance Education is the current idiom of our educational development process undergoing massive restructuring. As a mass movement it is receiving attention and acclaim at all levels. It is in this context that a collection of papers specially on the theme of 'quality' gains utmost relevance and consideration. As in other such volumes, this volume also opens with a laudatory reference to the academic and administrative insight and acumen of Prof. Ram Reddy who has been described as "an innovative educational reformer with a sensitive human touch". It is well known that Dr Ram Reddy embodied concern for opening up of frontiers of education to the disadvantaged and the left out who wanted a second chance in formal education. He was a great catalyst in this massive mission. Quality was his passion though it always had competing meanings in different contexts.

The book opens with the paper of Ian Mugridge of Commonwealth of Learning. This one on Credit Transfer and Course Validation highlights the need for a more comprehensive and student friendly system of credit transfer to enhance the acceptability of the system and make it more flexible to suit contemporary requirements particularly in the context of distant locations of the learners and their right to better and more informed choices. This offers a forceful plea in favour of the students who may thus offer courses from different institutions without moving. There is no denying the fact that this requires to be incorporated in our distance mode. While doing so, its validation in line with the requirement of institutions and employers should not be compromised. This *inter alia* underlines safeguarding the validation of 'quality' of courses involved.

Quality assurance in distance education is a much debated issue now. It has pedagogical and functional aspects. V.D. Madan's paper carries an overview of this emerging interest and requirement. Through a comparative chart quality assurance trends and issues with a focus on staffing, learning, curriculum and academic inputs, have been critically analysed. The treatment offers some broad but debatable inferences particularly with regard to course development, staff resources and basic issues related to accountability and credibility so crucial for distance education. It has been emphasised that quality, openness and flexibility are the three pillars of distance learning and these are related to the thrust of educational programmes, quality of course material, support system, students services, management inputs and staff development. He has tried to evolve a working model which has not been fully elaborated or empirically tested.

Quality Assurance and Support in Distance Education by Bakhshish Singh is a paper which is in the nature of a personal tribute to Prof. Reddy with a subsequent discussion on printed course material, funding, technological media, staff development, student support services, monitoring and evaluation as sub topics, seeking competent attention to all these inputs and features of distance education. The article offers some insightful suggestions on making student support services more quality oriented.

Learners' perceptions of Quality in Open and Distance Learning by Judith Calder opens with imperatives of distance education having a focus on a range of issues required to be included in the list of quality parameters. Though the paper does not define 'quality' as such yet it does identify some aspects which require to be routinely monitored so as to give an edge to the credibility of distance education. Janet Jenkins' article on training to shape the Future Staff Development for New Demands in Distance Education highlights the need to train staff to optimise institutional performance. The prevailing practices in dual mode system despite offering flexibility of study arrangements, call for better training of dis-

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Dean of Colleges-cum-Director, College Development Council, Himachal Pradesh University, Shimla-171 005.

tance educators for which it has been argued that professional training is required. This training will focus on needs and priorities of distance learners in the changing environment. Even learning material has to be made more interactive through better emphasis on choice of media and technology. Even training for learner support services such as for team work, counselling, resource planning, administrative task has to be emphasised and restructured. On top of it, continuous evaluation of all these has been pleaded to ensure quality as distance education now is more complex than ever before and calls for totality of endeavour and whole-team training approach. The article offers rich experience and exposure of the author through which we can gain a lot.

S.P. Mullick's article on Staff Development in Distance Education in India pleads for more meaningful professional staff development for better implementation, evaluation and renovation of educational programmes for the distance learners. For this the need of dedicated orientation programmes has been suggested.

In the article on Staff Training in Distance Education, K. Murli Manohar and Ch. Narsi Reddy have again emphasised that staff training is an important input to tune the teachers of distance mode to the requirements of the students and the system. The training can bring about the attitudinal changes required in the staff leading to qualitative improvement of the system. The need for organisation training has been emphasised through a reference to staff training and research in distance education unit but its role and responsibility have not been comprehensively spelt out to support the system at the national level. Ram G. Takwale's contribution 'Open and Distance Education in India — a Changing Perspective' offers a flow chart of information on evolution of distance education mode in the country. Reference to IGNOU and its role, though brief, is authentic and informative. The challenges enumerated pertain to identification of academic programmes, logistics of operation, quality consciousness, modern technology etc and these have been relevantly brought out. Future development in teaching and learning by Fred Lockwood offers an overview of old and new teaching techniques in the higher education environment with several suggestions about development of teaching and learning improvement contexts. For future development such areas as are linked to improved access, self instructional techniques, course material, training etc have been well put in sharp focus.

In the last article on Cultures in Collision or Convergence? Distance Education and the Future of the Modern University, Marian Croft has raised important issues about the competitive advantages of different types of institutions and has juxtaposed management concepts with the university systems. The argument has been built up that open universities, unlike campus based universities are highly interdependent and have to be creative to cope up with technological orientation. They have to offer blending of different cultures to imbibe different values to make the system more negotiable.

So the collection of essays offers a broad spectrum of views of renowned scholars in the field of distance education but this is not a compendium of quality perceptions as in most of these essays quality has only been touched as a passing reference rather than as a paradigm or a qualification to service the system of distance education. Quality is a world-wide concern now particularly in an era of global competition, liberalisation and privatisation. The book does not offer many new insights to focus on 'quality' parameters in the context of Distance Education and remains only a collection of essays of varying instances and interests of academic merit and insight. On the editorial front the book has been most casually edited which has left it with several mistakes to make the reading a travail rather than a happy academic experience.

Indian Council for Cultural Relations
Azad Bhavan, I.P. Estate, New Delhi-110 002

MAULANA AZAD ESSAY COMPETITION-1997

Last date for Submission : 18 August 1998

The Council, in memory of late Maulana Abul Kalam Azad, organises Maulana Azad Essay Competition every year wherein citizens of SAARC countries India, Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka are invited to submit entries for the competition. For the 1997 Maulana Azad Essay Competition, the Council invites the citizens of SAARC countries, below the age of 30 years as on 22 February 1998 to submit their entries in one of the following three languages and the topics noted against each

TOPIC AND LANGUAGES

Hindi · **Maulana Azad Aur Bharat ki Ekta (Maulana Azad and Unity of India)**
Urdu : **Maulana Azad Ka Usloob-e-Bayan (Maulana Azad as a Litterateur)**
English : **What does the freedom of my country mean to me.**

PRIZES IN EACH LANGUAGES

First Prize : **Rs. 25,000/-**
Second Prize : **Rs. 20,000/-**
Third Prize : **Rs. 15,000/-**

The essays should be neatly typed in double space or written in calligraphy (for Urdu) The participants must submit *one* original and three copies of their essays. Each page should be clearly numbered *The length of the essay should not exceed 5000 words.*

A participant can submit only one essay in any one of the three languages. The essay may be sent through registered post/courier or hand delivered to the under noted address so as to reach ICCR by 18 August 1998. Essays received after the last date will not be accepted. Any participant who resorts to plagiarism shall be disqualified. A certificate/proof of the age indicating the date of birth should be enclosed with the essay For any further queries and details, contact NPA Section, Indian Council for Cultural Relations, Azad Bhavan, I P Estate, New Delhi-110 002 (Telephone No 3311391/3319309, Fax 3318647/3712639)

GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF EDUCATION

JAPANESE GOVERNMENT SCHOLARSHIPS, 1999

Applications are invited on plain paper from Indian nationals residing in India for the award of 16 scholarships offered by the Government of Japan for the year 1999, for post-graduate study/research. Two scholarships are reserved for Japanese Language and Japanese Studies (one each). The subjects in which scholarships will be awarded are given below :

(1) Microprocessor Applications/Technology (2) Opto-electronics (3) Fiber Optics (4) Quality & Reliability Engineering (as applied to various systems like Electricity & Power, Railways, Heavy Industry, Heavy Electricals, Electronics & Communications etc.) (5) Robotics (6) Laser Technology (7) Bio-technology (8) Ship-building (9) Biological Oceanography (10) Fine Arts (Painting & Sculpture) (11) Japanese Language (12) Japanese Studies (13) Fisheries (14) Earthquake Engineering (15) Management Studies (16) Remote Sensing.

Duration : One and Half ($1\frac{1}{2}$) to two years.

Value : Maintenance allowance of 1,85,500 Yen per month (FY 1997), arrival allowance of 25,000 Yen, Field Study allowance (the amount will be decided by Monbusho), tuition and examination fees exempted, part of the medical expenses in Japan will be paid. Accommodation will be arranged.

Passage Cost : Tourist class air-ticket from India to Japan and back will be provided by the Japanese government.

Age Limit : Below 35 years as on 1st April, 1999 (i.e., born on or after 2nd April, 1964).

Qualification : The minimum qualification for ship-building and Japanese Language would be a Bachelor's degree in these subject fields. The minimum qualification in Fine Arts would be Bachelor's degree or Diploma (equivalent to Bachelor's degree) in Fine Arts. For other subjects, the minimum qualification would be a Master's degree in the subject concerned or a related field.

Essential Experience : Except for Fine Arts, Japanese Language and Japanese Studies subjects, candidates should possess atleast two consecutive years of practical research/teaching/work experience as on 1st April, 1999 after obtaining the prescribed qualification. Candidates securing 60% or more marks in aggregate at the level of prescribed qualification will be eligible to apply. Candidates securing less percentage of marks will not be considered. M.Phil would be treated as equivalent to one year research experience.

Note : The following must be attached with the application : 1. (a) Attested copy of the certificate certifying the date of birth; (b) Attested copy of the mark-sheet of the qualifying examination; (c) Attested copies of all degree/diploma/certificate etc (d) Where grades are mentioned, the candidate must indicate the conversion formula adopted by the University/Institution and should indicate equivalent percentage of marks. 2. Equivalent foreign degrees will be considered. 3. Candidates who have already been abroad for study/research/training for more than six months at a time either on a scholarship or on their own, are eligible to apply only if they have been in India for atleast two years after return from abroad. Applications of candidates, who are abroad will not be considered. 4. Masters Degree means M.A./M.Sc./M.E./M.B.A./M.Fisheries. 5. Candidates should have adequate knowledge of geographical situation, culture and heritage of Japan. 6. Applications in subject-fields, other than those prescribed, will not be considered. Separate applications be submitted for more than one subject. 7. Candidates who do not possess the requisite qualifications need not apply. 8. Employed candidates must send their applications through their employers with 'No Objection Certificate'. However, advance applications will be considered provisionally pending clearance by the employers. Advance application must be complete in all respects. 9. Candidates must attach with the application a description in atleast 600 words of his project/proposal of study/research to be undertaken in Japan. 10. Candidates for Fine Arts must attach with their application atleast four photographs of their art work. 11. In case no interview letter is received by a candidate who applied in response to the advertisement by 1st Sept. 1998, it may be presumed that he/she has not been selected. No correspondence will be entertained in this regard. 12. Applications, which are incomplete, will not be considered.

Candidates should apply for the above scholarship on a plain paper preferably typed or neatly hand written with a recent passport size photograph, in the prescribed proforma, to the SECTION OFFICER, ES. 3 SECTION, DEPARTMENT OF EDUCATION, A.1/W.3 CURZON ROAD BARRACKS, KASTURBA GANDHI MARG, NEW DELHI -110 001, by the **10th July 1998.**

The applications received after 10.7.98 will not be considered. No application form will be supplied by this Department.

FORMAT

1. Name of the Scholarships Scheme :
2. Subject (write any of the subject given in the advertisement) :
3. Name of the Candidates (in Block Letters) :
4. Full mailing address
   (a) Present :
   (b) Permanent :
5. Nationality :
6. Father's Name :
7. Date of birth, age in years and state to which the candidate belongs :
8. Whether a member of SC/ST/OBC, if so full particulars :
9. Academic record starting from High School/Higher Secondary :

Name of the University/ Board/Instt.	Examination(s) Passed.	Year of Passing	Division/ Class with position, if any	Percentage of marks/equivalent %age of Grade.

Note : (Where no Division/Class is awarded and only grading is done, the conversion formula adopted may be given).

10. Details of previous and present work/research/ teaching experience or training after obtaining the prescribed qualification for eligibility i.e. post-graduate or as the case may be.	From to (with dates)	Name of the Organisation & post held, if any.

11. Number of papers published.
12. Have you been abroad ? If so, give full particulars, purpose of visit and period. Also mention the year and month of return to India.
13. Proposed Programme of Study/Research/Training, specifying.

i) the work at present engaged in,

ii) nature and Programme of Study/Research desired;

iii) future plans/prospects after the proposed studies/research; and

iv) How are these related to the technical or economical development of India.

Place : (Signature of the candidate)
Date :

davp 98/130

WADIA INSTITUTE OF HIMALAYAN GEOLOGY

(An Autonomous Institute of Dept. of
Science & Technology, Govt of India)
33, General Mahadeo Singh Road,
DEHRA DUN-248 001 (U.P.)

No. 18/51/84-II/Estt./742 **Dated : May 29, 1998**

ADVERTISEMENT NOTICE

Applications on plain paper alongwith full biodata are invited for One post of **Scientist 'E-I' (Geophysics)** - (lien vacancy but likely to be regular) **Pay scale** - Rs. 12000-375-16500 plus allowances as per Central Govt. rules. (Present total emoluments : Rs. 15,370/-)

Essential Qualifications - Ph.D in Geophysics, plus 8 years Post-doctoral research experience with adequate evidence of original work and leadership. **Desirable** - 1. Experience in running anarray of seismological observatories. 2. Excellent publications record. **Age** - Not exceeding 45 years. Age limit may be relaxed in exceptional cases.

Job Requirement - The Institute has a small nucleus of Geophysics Group, doing research in seismology, seismotectonics, gravity and GPS studies in Himalaya. It is running an array of seismic observatories and GPS network in Himachal and Garhwal Himalaya. The incumbent is to give leadership to the Geophysics Group and to bring major thrust in seismological and seismotectonic research in Himalaya. Selected person, if desires, can join on deputation terms also. The applications alongwith attested copies of certificates/marksheets/testimonials etc. duly routed through the employers, should reach the Registrar, **within 30 days** from the date of publication of the advertisement.

REGISTRAR

CAMBRIDGE COMMONWEALTH TRUST

SCHOLARSHIPS FOR INDIA
AT THE UNIVERSITY OF CAMBRIDGE
OCTOBER 1999
GUIDELINES FOR APPLICATION

In collaboration with the various trusts, foundations, corporations, organisations and individuals listed below, the CAMBRIDGE COMMONWEALTH TRUST offers a number of scholarships to students from India.

Citizens of India applying for scholarships for graduate study must be under the age of 28 in October 1999 and must have a first class honours degree, or its equivalent, from a recognised university.

[illegible]

Candidates for scholarships for study towards the degree of PhD appearing for their first degree examination in 1999 are not eligible. Those who have, in addition to a first class honours degree, a first class Master's degree, or its equivalent, may be given preference. **All applicants must be successful in winning an ORS award which pays the difference between the home and overseas rate of the University Composition Fee.** The following scholarships for research are offered by the CAMBRIDGE COMMONWEALTH TRUST :

In collaboration with the **Nehru Trust for Cambridge University,** up to **eight Cambridge Nehru Scholarships** are offered annually to enable citizens of India to pursue a course of research at Cambridge leading to the degree of PhD

In collaboration with the **Hinduja Cambridge Trust, two** scholarships are offered annually to citizens of India wishing to pursue a course of research at Cambridge leading to the degree of PhD.

In collaboration with the **Jawaharlal Nehru Memorial Fund, two** scholarships are offered annually to enable citizens of India to pursue a course of research at Cambridge leading to the degree of PhD. Preference may be given to candidates in the broad fields of *Science Policy, Technology and Global Restructuring, Philosophy and History of Science, Comparative Studies in Religion and Culture, International Relations and Constitutional Studies, Indian History, Civilisation and Culture, Interface of Social Change and Economic Development, Environmental Ecology and Sustainable Development.*

In collaboration with the **Jawaharlal Nehru Memorial Trust and Trinity College, one** scholarship is offered annually, tenable at Trinity College, for study towards the degree of PhD.

VALUE

Scholarships for study towards the degree of PhD are tenable for up to three years. They will cover the University Composition Fee at the home rate, approved College fees, a maintenance allowance sufficient for a single student, and a return economy airfare.

[illegible]

Applicants for *research leading to the degree of PhD* may obtain further details and Preliminary Application Forms by writing, **before 17 August 1998,** to **The Joint Secretary, Nehru Trust for Cambridge University, Teen Murti House, Teen Murti Marg, New Delhi-110 011, India,** giving full details of their academic qualifications. Completed Preliminary Application Forms must be returned to the Nehru Trust for Cambridge University **no later than 9 September 1998.**

[illegible]

In collaboration with **Citibank, one** scholarship is offered from time to time to enable a graduate from Asia or countries of the Pacific Rim to pursue an MPhil or Diploma in *Economic Finance.*

In collaboration with **Shell International Ltd and the Foreign and Commonwealth Office, two** scholarships are offered annually to enable citizens of a number of countries including India to pursue a one-year taught postgraduate course of study at Cambridge in *Applied Sciences and Technology, including Environmental Sciences, Business Management and Economics.*

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT CAMBRIDGE SHARED SCHOLARSHIPS

In collaboration with the **Department for International Development and other organisations and trusts listed below, the Cambridge Commonwealth Trust** offers a number of scholarships annually to enable citizens of developing countries of the Commonwealth, including India, to pursue a one-year taught postgraduate course of study at Cambridge, in subjects relevant to their country's needs.

In collaboration with the **Jawaharlal Nehru Memorial Trust, two** scholarships are offered annually to enable citizens of India to pursue a taught postgraduate course at Cambridge.

In collaboration with the **Hinduja Cambridge Trust, four** scholarships are offered annually to enable citizens of India to pursue a taught postgraduate course at Cambridge.

The Cambridge Commonwealth Trust offers one scholarship annually to enable a citizen of India to pursue a taught postgraduate course at Cambridge. Candidates should preferably be *residents of Bombay City or the state of Maharashtra,* and their applications must be supported by the **Oxford and Cambridge Society of Bombay.**

In collaboration with the **Nehru Trust for the Indian Collections at the Victoria and Albert Museum,** one scholarship is offered annually to enable a citizen of India to pursue an MPhil in either *Archaeology (Archaeological Heritage and Museums)* or *Social Anthropology* (with special reference to the *the Work of a Museum)* at Cambridge. The scholarship will also cover a supplementary allowance to cover a short period of practical training at the Victoria and Albert Museum, or another approved institution, after the successful completion of the course of study at Cambridge.

In collaboration with **Shell International Ltd,** up to ten scholarships are offered annually to enable citizens of a number of countries including India to pursue a one-year taught postgraduate course of study at Cambridge in *Applied Sciences and Technology, including Environmental Sciences, Business Management and Economics.*

ELIGIBILITY : applicants for **Cambridge Shared Scholarships** must be under the age of 35 on 1 October 1999 and must undertake to return to India to study or work after completing the course at Cambridge. Applicants employed by a government department (national or local) or by a parastatal organisation, at present living or studying in a developed country or who have undertaken studies lasting one year or more in a developed country, are **not eligible.** Priority will be given to candidates wishing to pursue taught postgraduate courses in subjects related to India's economic and social development

VALUE

Scholarships for one-year taught postgraduate courses of study (including the Department for International Development Scholarships) will cover the University Composition Fee at the overseas rate, approved College fees, a maintenance allowance sufficient for a single student, and a return economy airfare

OTHER SCHOLARSHIPS FOR TAUGHT POSTGRADUATE COURSES OF STUDY

In collaboration with the **Foreign and Commonwealth Office and the Pegasus Scholarship Trust,** the Cambridge Commonwealth Trust offers scholarships to citizens of India who have been offered a place to read for the Master of Law (LLM) degree at Cambridge. **Pegasus Cambridge Scholarships** are held in conjunction with other awards from the Cambridge Commonwealth Trust or other sources and entitle applicants to compete for the opportunity to spend three months in London on work placements after completing the LLM at Cambridge

APPLICATION

Applicants for scholarships for *one-year taught postgraduate study* should write, giving full details of their academic qualifications and an indication of the subject they wish to study, to the **Cambridge Commonwealth Trust (TPG), c/o Nehru Trust for Cambridge University, Teen Murti House, Teen Murti Marg, New Delhi-110 011, India.** Suitably qualified applicants will be sent a Preliminary Application Form which must be returned to the above address by **1 September 1998.**

SCHOLARSHIPS FOR STUDY TOWARDS A SECOND BACHELOR DEGREE AS AN AFFILIATED STUDENT

Citizens of India applying for scholarships for study towards a second Bachelor degree as an *affiliated student* must be under the age of 26 in October 1999 and must have gained an offer of admission to a Cambridge College for October 1999.

In collaboration with the **Foreign and Commonwealth Office,** up to **five Nehru Centenary Chevening Scholarships** are offered annually for study towards a second Bachelor degree as an affiliated student.

In collaboration with the **Jawaharlal Nehru Memorial Trust and Trinity College,** one scholarship is offered annually, *tenable at Trinity College,* for study towards a second Bachelor degree as an affiliated student.

VALUE

The above Scholarships for affiliated study, tenable for two years, will cover the University Composition Fee at the overseas rate, approved College fees and a contribution towards a maintenance allowance and a return economy airfare.

In collaboration with the **Rajiv Gandhi Foundation,** up to **four Rajiv Gandhi Cambridge Bursaries** are offered annually for study towards a second Bachelor degree as an affiliated student. Candidates will be means-tested and the value of the Bursaries, which will be a substantial contribution towards the student's costs, will be determined in the light of the student's own resources.

APPLICATION

Applicants for awards for a second Bachelor degree as an affiliated student must apply directly to a Cambridge College of their choice and submit completed application forms for admission to the College **by 15 October 1998. If offered a place** by a Cambridge College, Scholarship Applications forms will be sent to eligible candidates by the College.

PART-COST BURSARIES

Applicants who are not successful in winning a scholarship may be eligible for a part-cost bursary. The value of a bursary is determined in the light of the financial circumstances of the applicant.

In collaboration with the **Hinduja Cambridge Trust and the Charles Wallace India Trust,** the Cambridge Commonwealth Trust offers a number of part-cost bursaries *for study at any level.*

[illegible]

Interviews for scholarships and bursaries will take place **in June 1999.**

THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY : PATIALA

(DEEMED UNIVERSITY)

ADMISSION NOTICE

25 seats - Chemical (4), Civil (4), Computer (3), Electrical (2), Electronics & Electrical Communication (4), Electronics (Instrumentation & Control) (1), Industrial (1) and Mechanical (6) are reserved for candidates being Foreign National/ Foreign National sponsored/NRI/NRI sponsored for admission to Bachelor of Engineering Degree programme. The candidates should have passed the qualifying examination (10+2 or its equivalent) from abroad/India with atleast 60% marks in aggregate of Physics, Chemistry and Maths and pass in English as compulsory/optional subject. Admission will be made strictly on merit in aggregate of Physics, Chemistry and Mathematics of the qualifying examination. The tuition fee for candidates of this category shall be 5000 US dollars per annum payable in US dollars at the time of admission in first year and subsequently at the time of registration every year. All other fees will be same as for other students. **They are not required to appear in Common Entrance Test (CET-1998).**

Information Brochure alongwith Admission Form can be had on payment of Rs. 175/- at the Institute counter or by Registered Parcel from the Registrar of the Institute by remitting Rs. 200/- through Bank Draft in favour of the Registrar, Thapar Institute of Engineering & Technology, Patiala payable at Patiala. Last date for Postal-sale of Information Brochure is June 30, 1998.

LAST DATE FOR RECEIPT OF COMPLETED ADMISSION FORMS : **JULY 06, 1998 (UPTO 5.00 P.M.)**

DATE OF INTERVIEW : JULY 20, 1998 (9.00 A.M.)

REGISTRAR

NORTH MAHARASHTRA UNIVERSITY

P.B. No. 80, Jalgaon-425 001 (M.S.)

Advertisement No. 1/1998

Applications are invited for various teaching posts as under

Sr. No.	Name of the School/Dept.	Specializations	No. of Posts
READERS (07) : Scale Rs. 3700-5700 (Total emoluments Rs. 11310 approx)			
1	Chemical Sciences	Physical Chemistry	01 ST (3) VIIIth Plan
2	Life Sciences	Biotechnology	01 SC (3) VIIIth Plan
3	Mathematical Sciences	Mathematics/Statistics	02 1 NT (5) + 1 Open
4.	Computer Science	Computer Science/Computer Applications	01 ST (5)
5.	Management Studies	Marketing/Financial Management	01 SC (5)
6.	Pratap Centre of Philosophy	Philosophy	01
LECTURERS (10) · Scale Rs. 2200-4000 (Total emoluments Rs 6964 approx.)			
7.	Chemical Sciences	Inorganic Chemistry/Organic Chemistry	02 1 NT (5) + 1 Open
8	Life Sciences	Biochemistry (Tissue Culture/Microbiology)	01 Lien Vac.
9	Physical Sciences	Electronics/Energy Studies	02 1 SC (5) + 1 NT (5)
10	Computer Science	Computer Science/Computer Applications	03 1 SC (5) + 1 Open + 1 Lien Vac
11	Management Studies	Economics/Marketing Management/Finance & Accounting	02 1 SC (5)+ 1 Lien Vac
12.	Bank of Baroda Professor of Banking :		01
i)	Contractual Post. Fixed Salary, Age upto 65 years		
ii)	Specialisation : Banking Management. The post shall be associated with the Department of Management Studies.		

( ) Figures shown against reserved posts in the brackets indicate attempts of advertisement.

Details regarding qualifications, experience, age, procedure of application etc shall be supplied on a written request, mentioning the name of the post to be applied for, alongwith a D.D. for Rs 200/- (Rs 100/- for SC/ST/NT) in favour of Registrar, North Maharashtra University, Jalgaon, with a self-addressed envelope affixing a stamp of Rs 10/- OR by cash payment in the university office during working days on or before 30/6/98.

The last date for submitting duly completed form in eight copies is 5/7/98.

Place : Jalgaon
Date : 10/6/98

Dr. S.N. Desai
REGISTRAR

UNIVERSITY GRANTS COMMISSION
(SELECTION & AWARD BUREAU)
SOUTH CAMPUS, DELHI UNIVERSITY
BENITO JUAREZ MARG
NEW DELHI-21

SCHEME OF RESEARCH AWARDS :

The University Grants Commission invites applications for Research Awards for teachers in the discipline of Humanities & Social Sciences including Languages and Scienecs, Engineering & Technology. The objective of the scheme is to provide the opportunity to the teachers who have shown excellent talent to pursue research in their area of specialisation to promote their professional growth by enabling them to develop maximum efforts in research & study without having to undertake full teaching responsibility.

ELIGIBILITY :

The applicant should be from universities/colleges/institutions recognised under Section 2(f) and 12(b) of the UGC Act. The awards are tenable for a period of 3 years to Lecturers (after completion of 5 years of regular service), Senior Lecturers, Selection Grade Lecturers, Readers and Professors who are working on permanent basis and are not more than 50 years as on 1st July of the year of the award. For SC/ST and women candidates, the age is relaxable by five years. Women are eligible for this award on a part-time basis. Teachers are not expected to teach any classes during this period, including women who wish to work on the award on a part-time basis only.

REMUNERATION :

The Commission will reimburse to the Institution the full salary and allowance of the awardee. The awardee shall have to be treated as on duty and, therefore, will continue to earn normal increments and maintain his/her seniority in the university/college The awardee will be entitled to holidays and to all such other privileges as per his/her entitlement in the university/college including facilities of staff quarters/medical assistance etc during the period of the award

RESEARCH GRANT :

The Commission will provide each awardee a research grant to meet the expenditure on books and journals, chemicals and equipment upto a maximum ceiling of Rs. 1.50 lakhs for Humanities, Social Sciences and Rs. 3.00 lakhs for Science and Engineering Technology. The awardee may use the above research grant for travel in India as per university/college rules For travel abroad, if necessary for the research work, the awardee has to obtain prior approval of the Commission and Head of the Institution (Vice-Chancellor/Director/Principal). The period abroad, however, should not exceed six months. TA/DA Rules of the UGC will apply.

The awardee will decide the manner of utilization of the grant for the purchase of books and journals and equipment as necessary. The expenditure on the above items will be accounted for and audited by the Auditor of the university/college as any other departmental expenditure. The books and journals and equipment, purchased out of the grant for his/her study, will become the property of the department of the university/college on the termination of the award.

The amount towards equipment grant will be released in one instalment. No import of the equipment from abroad is permissible out of the above grant. However, if it is voluntarily donated by any institution from abroad, it will be governed by the Govt. of India rules with the prior permission of the Commission.

Application in the given form (4 sets) duly completed in all respects and duly recommended by the parent university/institution alongwith necessary documents may be forwarded through the university/institution where the candidate intends to work to the Deputy Secretary, University Grants Commission, South Campus, Delhi University, Benito Juarez Marg, New Delhi-110 021 **within one month** from the date of publication of the advertisement.

APPLICATION FORMAT FOR UNIVERSITY GRANTS COMMISSION'S RESEARCH AWARD

PART - A

Passport size photo duly signed by the candidate on the front.

1. (i) Name of the University/College of the applicant
   Address ....
   Telephone No. ....
   (ii) Name of the University to which college is affiliated ....
   (iii) Name of the applicant ....
   (iv) Date of Birth ....
   (v) Designation ....
   (vi) Address ....
2. Name of the Institution where the project will be undertaken
   (a) Department ....
   (b) University/College/Institution ....
   (c) Affiliated to the University of ....
   (d) Telephone No. .... Fax No. ....
3. (a) Whether the University/College/Institution is approved under Section 2(f) and Section 12(b) of the UGC Act?
   Yes/No (Please Tick)
4. Curriculum vitae of the applicant
   (a) Research experience ....
   (b) Teaching experience ....
   (c) Details of Research work ....

	Year of award	University	Title of study
Research Degree			
D. Litt/D.Sc.			
Any other research work undertaken (Please specify)			

....

   (d) Details of publication
      (i) No. of papers published ....
      (ii) No. of papers accepted for publication ....
      (iii) No. of books published ....
      (iv) No. of books under publication ....
      (Please give detailed information on a separate sheet of paper and enclose two copies of your best two publication/Research)

PART - B

1. Details of the proposed work
   (a) Subject ....
   (b) Title of the project (in block letters) ....
   (c) Duration ....

(d) Details of inter departmental co-operation, if any ....

....

(A synopsis of the project indicating : (1) The problem to be investigated : (2) objectives of the project : (3) hypothesis : (4) research design and methodology : (5) tools to be used in the collection of data : (6) significance of the study : (7) its relevance to the present day problems and needs of the society and the country and : (8) its likely contribution to knowledge, may please be attached with the application).

2. Are you aware of the work done or being done on the above project or on a similar or aware project in any other Institution in the country? If so, please attach a note indicating the present status of research in the area in which you now propose to work and the gaps which you now propose to cover. Please indicate the serial number of the enclosures which gives their information

....

....

Financial Assistance required

(1) Recurring — Period

(a) Salary and allowances of the awardee

Project Associate or short term staff
@ Rs. 3,000/- (consolidated)

Total Estimated Expenditure

(ii) Hiring Services : Rs.

(2) Non-Recurring items

(iii) Books & Journals : Rs.

(iv) Equipment, if need
(please specify name & approx. cost) : Rs.

(v) Field Work/Travel : Rs.

(vi) Contingency : Rs.

Total :

Total estimated expenditure
(R & N-R) Rs. ....

A summary of the report/thesis in about 1000 words may please be attached with the application.

4. Whether the teacher has already submitted the present project or a similar project to the UGC under any other Scheme or to any other agency? If so, please indicate the name of the agencies of their decision on the proposal.

5. Any other information which the applicant may like to give in support of this proposal which may be helpful in evaluating.

....

....

6. To certify that :

(a) General physical facilities such as furniture/space etc., are available in the Department/College.

(b) I shall abide by the rules governing the scheme in case assistance is provided to me/us from the U.G.C. for the above project.

(c) I shall complete the project within the stipulated period. If I fail to do so and if the UGC is not satisfied with the progress of the research project, the Commission may terminate the project immediately and ask for the refund of the amount received by me.

Name & Signature (a) Applicant

....

The applicant, if selected for the award, will be treated as 'on duty'.

(b) Registrar/Principal/Director

(Office Seal)

davp 823(7)98

KODAIKANAL CHRISTIAN COLLEGE

Prakasapuram, Kodaikanal-624 104

IF YOU WISH TO

- JOIN AN UNDERGRADUATE OR P.G. PROGRAMME THAT GIVES YOU A DEGREE PLUS MANY CERTIFICATES/DIPLOMAS,
- ACQUIRE AN EDUCATION THAT MAKES YOU SELF CONFIDENT, AND
- BENEFIT FROM PROFESSIONAL PLACEMENT SERVICES.

APPLY IMMEDIATELY FOR ADMISSION TO
KODAIKANAL CHRISTIAN COLLEGE,
PRAKASAPURAM, KODAIKANAL-624 104.

THE ACADEMIC PROGRAMME INCLUDES :

A. EXPERT PREPARATION FOR COURSES AFFILIATED TO MADURAI KAMARAJ UNIVERSITY :

- B.Sc. COMPUTER SCIENCE
- B.Sc. ELECTRONICS
- B.Sc. HOTEL MANAGEMENT AND CATERING SCIENCES
- B.B.A.
- B.COM and
- M.A. (M.C.M.) MEDIA COMMUNICATION AND MANAGEMENT

B. ADDITIONAL REQUIRED ENRICHMENT DIPLOMAS AND CERTIFICATES (OFFERED WITHIN THE REGULAR SCHEDULE) :

- SPOKEN ENGLISH AND PUBLIC SPEAKING
- COMPUTER AWARENESS
- FUNDAMENTAL MATHS
- VALUE EDUCATION
- HISTORY OF IDEAS

C. ADDITIONAL VOCATIONAL COURSES (two required for each major) :

- TRAVEL AND TOURISM
- SERVICE MARKETING
- COMPUTER HARDWARE
- HUMAN RESOURCE DEVELOPMENT
- ADVANCED COMPUTER APPLICATIONS
- TOTAL QUALITY MANAGEMENT
- MARKETING
- PERSONNEL MANAGEMENT
- JOURNALISM
- FRENCH

CONTACT : **REV. DR. FRANCIS SOUNDARARAJ**
PRINCIPAL, KODAIKANAL CHRISTIAN COLLEGE
PRAKASAPURAM, KODAIKANAL-624 104
Telephone : Office 42216 Res. 41236
Fax : 04542-41024

HURRY UP BEFORE SEATS ARE FILLED UP

CLASSIFIED ADVERTISEMENTS

Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai

K.C. Marg, Bandra Reclamation (West)
Mumbai-400 050

An autonomous institute under the administrative control of Ministry of Social Justice & Empowerment, Government of India, invites application from the citizens of India for the following posts

1. LECTURER (SPEECH & HEARING) : Four Posts (OBC-3 & SC-1)

Pay Scale : Rs. 8,000-275-13,500/- **Qualification & Experience :** M.Sc. (Speech & Hearing) or equivalent qualification with 2 years experience **Age limit :** Not exceeding 35 years

GENERAL CONDITIONS

1 Application on plain paper with a passport size photograph, attested copies of certificates giving particulars in the following format addressed to the Director in the above mentioned address, with the envelope superscribed with the name of the post applied for, should reach **within 15 days** of the release of the advertisement

(a) Name of the post (b) Name of the applicant in BLOCK letters (c) Father's/Husband's name (d) Date of birth (attach proof of age) (e) Permanent address (f) Address for communication (g) Whether SC/ST/OBC (attach certificate from Competent Authority) (h) Nationality (i) Educational and Technical qualifications with YEAR OF PASSING, SUBJECTS, MARKS OBTAINED, TOTAL MARKS, PERCENTAGE OF MARKS (j) Experience giving details of NAME OF ORGANISATIONS, POST HELD, SCALE OF PAY, PRESENT PAY, FROM WHICH PERIOD TO WHICH (k) Marital status (l) Any other information (m) Signature of the candidate and date 2. Central Civil Service Rules and regulations are applicable and all posts carry usual allowances as admissible to Central Government employees of similar status. 3 The candidates selected will be appointed on probation for two years in the first instance 4 The selected candidates can be transferred anywhere in India. 5. Age relaxation in favour of reserved candidates will be as per Government of India rules 6 Copy of SC/ST/OBC certificate on prescribed form from competent authority shall be attached with application otherwise it will be summarily rejected 7 Those employed in the Central and State Government/Central and State Autonomous organisations should apply through proper channel 8 Incomplete/late application and application not in prescribed form and without required documents will be summarily rejected without assigning any reasons. 9 SC/ST candidates will be paid T A as per eligibility by the shortest route as per Government of India rules on production of rail/bus tickets or photocopy thereof. 10 Age and experience are relaxable for meritorious candidates at the discretion of the appropriate authority and for SC/ST/OBC/Ex-Servicemen and Physically Handicapped as per rules 11 Due to non-availability of accommodation, candidates on selection and joining the post will have to make their own arrangement for accommodation 12 No interim correspondence will be entertained and canvassing in any form is a disqualification

DIRECTOR

AMRAVATI UNIVERSITY

AMRAVATI, (MAHARASHTRA)
PostGraduate Department of Geology

Wanted **Two Junior Research Fellows** to work in the following research projects.

1) UGC Project - "Flow Stratigraphy, Geochemistry and Palaeomagnetism of Bagh Volcanics, Malwa Deccan Traps and to develop constraints on its petrogenesis".

2) DST Project - "Flow Stratigraphy, Geochemistry, Petrogenesis and Palaeomagnetism of the Singarichori Volcanics, Malwa Deccan Traps, MP"

Eligibility : M.Sc Geology/Applied Geology or M.Sc. (Tech) in Geology with minimum 55% marks and should have qualified NET/JRF Examination conducted by UGC-CSIR or GATE by IIT or SET of Maharashtra Govt.

Age limit : The maximum age limit is 28 years as on 1 06 1998

However, age is relaxable for SC/ST and women candidates as per the University rules.

Preference shall be given to candidates having consistently good academic record with research experience and qualified women/SC/ST candidates.

Tenure : Three years Initially appointment will be for one year, extension will depend on satisfactory performance of the candidate.

Fellowship : i) UGC Project : Rs. 2500/- per month (Unrevised) for NET/JRF/SET/GATE qualified candidates, Rs. 1800/- per month (Unrevised) for without NET/SET/JRF/GATE qualified candidates

ii) DST Project - Rs. 5000/- per month for NET/JRF/SET/GATE qualified candidates

HRA/Medical allowance/Leave shall be applicable as per the University rules for time to time

Applications alongwith full Biodata, Passport size photograph (attested) and copies of certificates including atleast two testimonials should reach **Dr. S.F.R. Khadri, Principal Investigator and Head, P.G. Deptt. of Geology, Amravati University, Amravati-444 602 (M.S.) to reach on or before 30th July, 1998.**

Dr. Vandan Mohod
REGISTRAR

ST. BERCHMANS' COLLEGE

CHANGANASSERY
KERALA STATE, PIN-686 101,
SOUTH INDIA

Wanted Lecturers in M.B.A.

U.G.C. Scheme :

Number of vacancies : Open Quota - 2. Community Quota - 1.

General Qualifications :

M.B.A. First class from a recognised University/Institution.

Desirable Additional Qualifications :

a. Postgraduation in Commerce or Statistics

b. 3-5 years work experience in teaching or in organisation.

Age : According to Govt. Service and

University regulations.

All appointments subject to the norms and regulations of AICTE and University.

Apply to the Principal **within one month** from the date of publication of this notification. Applications and other details can be had from the College Office on payment of Rs. 300/-, By Registered Post Rs. 315/-

PRINCIPAL

WANTED

Applications in prescribed form are invited for the post of Lecturer in Statistics (UGC) under the M.O.C. Management, so as to reach the undersigned **within 30 days** from the date of this notification.

Age and qualifications · As prescribed by the Govt./University/UGC Application forms can be had from the office of the undersigned on payment of Rs. 150/- (By post Rs 10/- extra).

Kottayam **Prof. V.I. Joseph,**
12-06-98 **SECRETARY, MOC Colleges,**
Devalokam, Kottayam-686 038

UNIVERSITY OF KERALA

THIRUVANANTHAPURAM-695 034

No. PR 1/1030/13/98.

NOTIFICATION

Applications are invited for appointment to one post (Open Merit) of Reader (Dept of Law) in the scale of pay Rs 3700-5700

Qualification : As stipulated by UGC.

Age : (as on 1-1-1998) Not more than 45 yerars Usual relaxation in upper age limit will be allowed to SC/ST/OBC candidates and those already in the teaching service of the University **Cost of form** : Rs 300/-

Mode of Remittance : By DD drawn on SBT/SBI/DCB (candidates residing outside the State may send DD drawn on any nationalised bank) in favour of the Finance Officer, University of Kerala, payable at Trivandrum or by pay-in-slip at the University cash counter. Name and purpose of remittance should be noted on the reverse of the DD.

Application forms and details can be had on request from the Section Officer, Forms Section, University of Kerala, Trivandrum-695 034, specifying post and enclosing the DD/Pay-in-slip towards the cost of application To receive forms by post enclose self addressed stamped envelope.

Completed Application forms should reach the Deputy Registrar (Adm III), University of Kerala, Thiruvananthapuram-695 034 on or before **14 July, 1998.**

Dr. G.Sidhardhan
Date : 6.6.1998 · **REGISTRAR**

PANJAB UNIVERSITY, CHANDIGARH

ENGG. & ARCH.

ADMISSION NOTICE (SESSION 1998-99)

Admission to various Engineering & Architectural Courses in the Punjab Engineering College, Chandigarh, Department of Chemical Engineering & Technology, Panjab University, Chandigarh and Chandigarh College of Architecture, Chandigarh for the session 1998-99 will be made by the Joint Admission Committee constituted by the Vice-Chancellor, Panjab University, Chandigarh. Admissions will be based on the merit of Common Entrance Test conducted by the Panjab University, Chandigarh on May 15 & 16, 1998. The Admission Interviews will be held from 9.00 A.M. onwards in the JAWAHAR LAL NEHRU MULTIPURPOSE COMPLEX (GYMNASIUM HALL), PANJAB UNIVERSITY, SECTOR 14, CHANDIGARH as per the following schedule.

INTERVIEW/COUNSELLING SCHEDULE*

	CATEGORY	C.E.T. MERIT POSITION	DATE
1.	Scheduled Caste, Scheduled Tribe	All eligible candidates for Engg & Arch	20.7.98
2.	Sports, B C., Physically Handicapped, Terrorist Victim, Freedom Fighter & Military/Para military categories	All eligible candidates for Engg. & Arch.	21.7.98
3.	Open seats (General Pool & U T. Pool)	Eligible candidates having merit position (1-2250)	
	(a) (i) Engg Merit	1-500	22 7 98
	(ii) Arch. Merit	1-100	22 7 98
	(b) (i) Engg Merit	501-1250	23 7.98
	(ii) Arch. Merit	101-500	23 7 98
	(c) Engg. Merit	1251-2250	24 7 98

*Timing of interview as per Admission Brochure

IMPORTANT NOTE: No Separate interview letters will be issued.

THE COMPLETED APPLICATION FORMS MUST REACH THE OFFICE OF THE PRINCIPAL/CHAIRMAN OF THE CONCERNED COLLEGE/DEPARTMENT LATEST BY MONDAY, JULY 6, 1998 **UPTO 5.00 P.M.** IRRESPECTIVE OF THE RECEIPT OF CET RESULT CARDS BY THE CANDIDATES. THE CET RESULT HAS SINCE BEEN DECLARED ON JUNE 12, 1998.

The Admission Brochure including the admission forms for each of the concerned College/Department can be had from the following on payment of Rs.60/- in cash on all working days and if required by mail from the Manager, Publication Bureau, Panjab University, Chandigarh on payment of Rs.75/- to be remitted through Bank Draft only in favour of the Registrar, Panjab University, Chandigarh drawn on and payable at a scheduled Commercial Bank at Chandigarh:-

i) The Cashier's Counter, Panjab University, Chandigarh;
ii) Panjab University Extension Library, Civil Lines, Ludhiana;
iii) Vishveshvaranand Vishva Bandhu Institute of Sanskrit & Indological Studies, P.O.Sadhu Ashram, Hoshiarpur;
iv) M/s Kala Mandir Publishers & Book Seller, 1687, Nai Sarak, Delhi-6 and
v) M/s Neelam Publishers, 4451, Nai Sarak, Delhi-6.

Co-ordinator,
Joint Admission Committee,
Engg. & Arch. Admissions,

Government of N.C.T. of Delhi

DELHI COLLEGE OF ENGINEERING

Kashmere Gate, Delhi-110 006

Notification for Admission to B.E. Courses (1998-99)

Applications are invited from the candidates who have appeared in CEE-98 and are placed in merit for admission to B E. Courses under Faculty of Technology (University of Delhi) in *Delhi College of Engineering and Netaji Subhas Institute of Technology.* Admission will be made from amongst those who will apply on the prescribed form, strictly on the basis of merit of CEE-98. **No candidate will be admitted unless he/she applies for admission on the prescribed form latest by the date given below.**

The Delhi candidates who belong to **Defence Quota** are also required to apply on the prescribed form without appearing in CEE-98 (See the Prospectus or Bulletin of CEE-98 for the explanation of Defence Quota). The application form for admission can be obtained from Delhi College of Engineering, Delhi either in person on payment of **Rs. 100/- in cash** at the college counter at Kashmere Gate Campus from Monday to Friday 10 a m to 1 p m or by post on remitting **Rs. 130/- by crossed Indian Postal Order, drawn in favour of "Principal, Delhi College of Engineering, Delhi" and payable at G.P.O., Delhi.** No other mode of payment is acceptable The written request must indicate the applicant's name and address, details of the Postal Order and 3 slips of 10 cm x 5 cm size containing the address to which the form is to be sent

The candidates requesting for the application form by post must write on the top of the envelope "Request for B.E. Form". Such request must reach the college on or before **June 29, 1998.**

THE FORMS WILL BE AVAILABLE FROM 12 JUNE, 1998 10 A.M. TO 1 P.M.

The last date for receipt of the completed application form by the Dy Administrative Officer, Delhi College of Engineering is **13 July, 1998.**

DY. ADMINISTRATIVE OFFICER

Government of N.C.T. of Delhi

DELHI COLLEGE OF ENGINEERING

Kashmere Gate, Delhi-110 006

Applications are invited for admission to the following Post-Graduate Courses at Delhi College of Engineering under Faculty of Technology, University of Delhi, for the session 1998-99

Deptt. and Courses	Number of seats Full-time	Part-time
1. M.Sc. APPLIED PHYSICS (Part-time 6 Semesters) Applied Physics Department	—	10
2. CIVIL ENGINEERING		
(i) Master of Engg in Civil Engg (Structural Engg)	8	Nil
(ii) Master of Engg in Civil Engg (Environmental Engg.)	7	5
(iii) Master of Engg in Civil Engg (Hydraulics & Flood Engg)	5	Nil
3. ELECTRICAL ENGG./ELECTRONICS & COMMUNICATION ENGG.		
(i) Master of Engg in Elect Engg (Control & Instrumentation)	7	5
(ii) Master of Engg in Elect Engg (Electronics & Communication)	8	5
(iii) Master of Engg in Elect Engg (Power Apparatus & System)	Nil	5
4. MECHANICAL ENGINEERING		
(i) Master of Engg in Mech Engg (Thermal Engg)	8	5
(ii) Master of Engg in Mech Engg (Production Engg)	7	Nil
5. APPLIED CHEMISTRY Master of Engineering (Polymer Technology)	10	5
6. APPLIED MATHEMATICS (Jointly with Dept of Computer Engg and Deptt of Elect & Comm. Engg.) Master of Engineering in Computer Technology and Applications	15	5

Admission information containing eligibility conditions and other details alongwith the application form can be obtained in person on payment of Rs 100/- cash at the College Counter from Monday to Friday between 10 A M to 1 PM from **16 June, 1998.** The request by post for the forms accompanied by a crossed Indian Postal Order of Rs 130/- drawn in favour of '**Principal, Delhi College of Engineering, payable at G.P.O., Delhi**" must reach the College latest by **June 29, 1998** The written request by post must indicate applicant's name and address and the course for which application is sought and three address slips of the size 10 cm x 5 cm, containing the address to the Deputy Administrative Officer, Delhi College of Engineering, Kashmere Gate, Delhi-110 006. The completed application forms should reach the college latest by **July 13, 1998.** For admission to Full-Time M E. Courses, Valid GATE score is essential.

DY. ADMINISTRATIVE OFFICER

CH. CHARAN SINGH UNIVERSITY, MEERUT

ADMISSION NOTICE 1998-99

TEACHING DEPARTMENTS , C.C.S. UNIVERSITY , MEERUT

Applications are invited for Admission to :

1. M.Phil. and M.A./ M.Sc./M.Sc.(Ag.) : Agricultural Botany, Botany, Economics, Education, English, History, Mathematics, Physics, Political Science, Psychology, Sociology, Statistics, Zoology, Horticulture (M.Sc. Ag. only), Micro Biology (M. Sc.only), Bio. technology (M.Sc. only), Environmental Science (M.Sc. only) and Sanskrit (M.A. only)

2. M. Ed. : One year course (Two semesters)

3. Russian Language (One Year part time). : Certificate, Diploma, Advanced Diploma Course,

4. P.M.I.R. : Advanced Diploma in personnel Management & Industrial Relations (One Year part time course)

5. M.H.R.D. : Masters in Human Resource Development (4 Se mester full time course)

6. English Language : One Year Diploma in English Language.

7. M.P.A. : Masters in Public Administration (6 Semester Part time course)

8. Diploma in Journalism : 2 Semester Course.

Admissions to courses will be made on the basis of Merit to be determined by an Admission Test, subject to fulfilment of the minimum academic qualifications, provisions regarding weightages to different categories of candidates as specified in the Admission Brochure. Reservation of Seats shall be made as per rules laid down by the Govt.

Admissions to M.A./M.Sc./ M.Sc. (Ag.) Courses are open to only those candidates who have passed their graduation through 10+2+3 System. The University Teaching Departments have independent syllabi and examination pattern based on semester system. Those who have appeared or are appearing in the qualifying examinations for admission may also apply. A limited number of M.Phill Merit Scholarships of Rs. 500/- P.M. are also available.

Prescribed admission brochure containing the Application Form (available from June 8, 1998) can be had from the Dean, Students' Welfare, C.C.S. University, Meerut- 250 004, by sending a **Demand Draft of Rs. 275/- only in favour of the Finance Controller, C.C.S. University, Meerut,** or on Cash payment of Rs. 250/-

The duly filled in admission form for admission is to be sent to the Dean, Students' Welfare, C.C.S. University, Meerut - 250 004 so as to reach on or before (i) June 30, 1998, (ii) July 7, 1998 with late fee of Rs. 100/-, payable by a Bank Draft drawn in favour of The Finance Controller, C.C.S. University, Meerut.

The Entrance Examination will be held between 15th. to 24th. July, 1998.

REGISTRAR

Published by SUTINDER SINGH, on behalf of the Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi-2.
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